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ABSTRACT

Described is an alternative secondary school program for adolescents with such problems as failure in school because of disinterest and drug abuse. Initial sections cover the school's development and major phases of the program (communication skills; instruction on the world, people, and ideas; involvement in the family and the community; and correlation of instruction to meet the individual needs of the student). Subsequent sections explain the following program components: the student body, the teachers, the school building and facilities, salient features of the Cool School program (including the role of the tutor), and community and school interaction. Detailed is a summary of one group's experience in Phase III (family and community involvement) of the program. Results of a program evaluation are presented for the areas of adolescent services; outcome by age on entrance; outcome by the last school grade completed on entrance; primary problem on entrance; family, place of residence, and their effects; sources of referral; prior legal involvement on entrance; length of time spent in the program; time out of the regular school program at time of entrance; and drug use patterns on first entering school. Appendixes (which make up a major part of the document) include a copy of the student's guide to Cool School, students' opinions of the regular high school and the Cool School program, a list of placements, evaluation forms, and tables with statistical data. (SBH)

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ED149544

COOL SCHOOL: AN ALTERNATIVE SECONDARY SCHOOL EXPERIENCE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Cool School's approach is directed at young people who have left school or who are determined to do so. Especially, it is directed toward those who have the capacity for higher education but are failing to profit from the regular school system and have tragically stopped the learning that they are capable of. They have left in boredom, disgust, or real fear of re-entering an environment which they found totally unsuited to their needs. Many are immature in attitude if not in age, cannot accept responsibility, cannot get along with their peer group or their family. Some habitually drug themselves or drink to the point of blotting out reality. Some become entangled with the law. Some make half-hearted or sincere attempts to depart altogether from life.

THE SCHOOL'S HISTORY

A long-term research project among adolescents from Burlington, Ontario identified a considerable number of bright students who functioned poorly in high school and eventually discontinued their education. Most found no acceptable role for themselves in the community and eventually became involved in serious troubles.

Beginning in 1963, discussion with young people revealed

areas of dissatisfaction with the education process and suggested approaches which might meet with better acceptance from modern students, particularly those with good academic potential. Some bright but underachieving students formed a "club" to pursue their independent literary interests. Though the activities bore little relationship to their school subjects, their performance in school improved and their dissatisfaction and sense of alienation decreased.

In 1966 the development of a novel medical program at McMaster University, based on a goal-oriented, small-group, problem-solving approach, without set subjects, formal classes, and examinations, provided a model to apply to secondary education. An outline of such a program was prepared, duplicated, and circulated to young people for criticism and suggestions. By 1968 a working plan had evolved for an alternative high school program, but there was no real expectation that it would ever be tested.

It was during the presentation of this program to students that the name "Cool School" evolved. One youngster remarked during its perusal, "A school like that would really be cool!" When the school began to search for a name, this one seemed ready-made.

Meanwhile, problems related to the nonmedical use of drugs became the major concern of the Burlington project. Educational interests were shelved in order to deal with the acute medical and legal problems arising in overwhelming numbers.

In the summer of 1970, attention became focussed particularly on the great difficulties of producing significant changes in the behaviour of chronic speed (amphetamine) users. Typically,

speed users were troubled young people before drug use. They rapidly developed a destructive pattern of periodic "runs" followed by "crashes." They suffered a high incidence of medical complications, particularly hepatitis and other infections. Efforts to rehabilitate them ended in failure.

As with nearly all addicts, the futility of withdrawal followed by return to the setting originally contributing to the problem became apparent. In searching for an alternative to drug use, it was found that most speed users had high academic potential, with a sudden fall in performance followed by failure and absence from school of one to four years. Their goals inevitably required more education, but to go back to school after such prolonged absence was impossible. Numerous attempts to return them to the system were unsuccessful and led to relapse.

Obviously a new approach was needed--one that would provide a compelling counter-attraction to drug use, and also prepare these young people for the future. The plans for an alternative type of high school were resurrected. Efforts were made to "sell" the program to various community groups. While they seemed enthusiastic, nothing happened until February 1971. At that time, a pilot study involving five young people was initiated at Hamilton Wesley House. This unstructured academic program was labelled "Cool School." Within four months it showed high promise of success in replacing speed use and in preparing the students for college entrance.

In June 1971, a house was provided by Chedoke Hospitals on a trial basis. An Opportunities for Youth grant made it possible to hire three staff members to prepare learning aids, begin

community contacts, and expand the program to include not only chronic drug users but those who were identified as being at high risk with a summer of unemployment facing them. Almost two dozen young people used the program during the summer, and returned to school or employment. Others who needed the special approach of the program on a long-term basis were admitted as full-time students.

Funding for the next year was precarious. Donations from the Burlington Physicians' Wives, the Addiction Research Foundation, and the Ontario Department of Health kept the project running from fiscal crisis to crisis until August 1972. At this time legal responsibility became vested in the Board of Governors of Chedoke Hospitals and the project received a research grant from the Ontario Ministry of Education. The program moved to more suitable quarters on the hospital grounds in May 1973.

In August 1973 a progress report showed that sixty-two young people had been involved in the program; that it was successful with about half of them; and that the first graduates were functioning well in postsecondary education.

The use of speed is no longer the problem that it was at the inception of the school. The serious dangers of heavy amphetamine use have been familiar to the drug subculture for years, illegally manufactured speed is now well-known to contain many impurities, and the "speed freak" is looked down on by many of his peers.[1] Since December 1973 physicians

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1. Commission of Inquiry into the Non-Medical Use of Drugs, Interim Report (Ottawa: Queen's Printer, 1970), P. 139.

have been permitted to prescribe this drug only for a very limited number of conditions. Other problems have meanwhile increased--notably heavy involvement with alcohol at an earlier age than formerly, and suicide attempts (real or "pseudocidal") by means of legally prescribed and over-the-counter drugs. The original orientation of the school toward drug-damaged young people has been broadened to consider any student who has major difficulties in coping with the school system.

In December 1974 Cool School was designated one of the programs to be operated by the newly organized Regional Adolescent Services at Chedoke Hospitals.

THE STUDENTS ON ARRIVAL

Secondary school programs are not--never will be--ideal for all students. Nevertheless, many young people of normal ability or better profit greatly from them, or emerge undamaged. Cool School is geared to the student whose emotional needs have been so great and the teaching so wrong for that particular individual that the pleasures of intellectual discovery have taken last place in the scale of rewards. Such a student must "learn how to learn."

These students have reached a stage where they want more education in order to return to society and to achieve a different lifestyle. However, they react strongly against the approach and methods of the school system as they have known it. Many are too old to rejoin a standard class; they are brighter and more worldly-wise than the younger students at their grade level, though, in certain respects, less mature. They have opted out of normal adolescence via drugs, alcohol, or the choice of a way of living that sets them apart from their

better-adjusted peers. They cannot deal with day-to-day problems and ordinary personality conflicts without a great deal of support. To rouse them from boredom and lethargy requires almost superhuman effort. Content and method in the school has to be unusually stimulating, challenging and "relevant" to arouse interest.

Most difficult of all, any criticism, or any forseen failure, provides an excuse to drop out again.

Because of the small number of places available, there has to be considerable responsibility in ensuring that candidates are accepted on the basis of their relative need. The program is not in competition with the school system, so it does not accept students who merely want to transfer to what appears to be a more interesting approach to education. Its aim is salvage. For better or worse, it has evolved into a program with high academic expectations, appropriate for those planning some form of postsecondary education.

THE INTAKE PROCEDURE

The intake procedure, to some extent, determines the kind of students who make up the student body. It was felt from the earliest to be important that prospective students understand fully the methods and goals of the program, and understand too whether the program has a reasonable chance of helping them reach their personal goals. The procedure therefore has an important role, both in selecting those candidates who are most likely to be successful, and in weeding out some of the prospects who can see for themselves, or be persuaded by the staff, that they and Cool School are not suited to one another. Sometimes psychiatric care, rather than any type of school is

indicated; sometimes the aims or capacities of a prospect are simply incompatible with anything to be gleaned from an academic program.

Candidates are first given a tour of the school to see it in operation and to talk informally with students. Their first general impression is often one of astonishment at finding heated discussion in progress among the students concerning school work during recreational time. Coming from an atmosphere where free time was devoted to anything but talk about studies, one prospect remarked, "What are they, some kind of nuts, standing around and talking about Aristotle?" (He later joined the school.)

Candidates are given an opportunity to read the major features of the program as outlined in the Cool School introductory brochure. This is then followed by an interview to make sure that they have understood it. A later interview is conducted in order to summarize the candidates' life histories, current problems, and past educational experiences. A preliminary exploration is made at this time of what they hope for and intend to aim at in their future lives.

Basic testing of reading comprehension skills is of course done. This at times uncovers some surprises. Intelligent students who cannot read or write at all, in the ordinarily accepted sense, have managed to slip through the second year of high school by verbal dexterity and a good memory ... or by "faking it," as they have expressed it. For example, one boy, whose family had moved about a great deal so that he had been exposed to many schools from kindergarten on, was asked by the director to read a couple of paragraphs aloud. It disclosed an

aphasic condition; even the simplest words were impossible for him to translate from printed matter to articulation. When the director asked him to read the material to himself, then say what it had been about, he produced a perfectly comprehensible verbal account of what he had read. He did not know how he was able to do this. As he had understood what he read and had participated intelligently in classroom discussions, he had hitherto been judged simply too lazy or indifferent to hand in homework--this attitude being attributed to emotional problems (and indeed his home environment would have justified this judgment). He was inwardly convinced that he was much more stupid than others, since it had been impossible for him all through school to read aloud, to spell, or to complete a written assignment. He himself had decided that it would be possible for him to become a competent garage mechanic. Unfortunately he was one of the school's failures: "it proved impossible to get through to him," in the words of one tutor.

Last in the intake procedure is a medical examination. Medical problems have of course been uncovered on occasion, but do not themselves form a basis for exclusion. Parents arrange for treatment, or, failing this, the school does so. It would not be feasible to handle severely handicapped young people, since the school has many stairs and no facilities for wheelchairs, but so far none have applied.

STUDENT EXPECTATIONS OF EDUCATION

During the earlier stages of planning, the opinions of students with measured high potential but poor academic performance (among whom were many of the speed users) were sought, and were instrumental in shaping the program. In general, the interviews

indicated a belief that education should be a preparation for adult living and for a vocation. When students were asked directly, What should the aim of education be? they replied in these words:

To help students develop mentally.

To teach us how to think.

To learn a little of every topic so that you can make a decision.

To teach some facts that it's nice to have.

To prepare for university or learn a trade.

So you can get a job.

To help us become mature.

To learn how to run our lives.

To learn right from wrong.

To learn how to get along with others.

To develop physically.

Few teachers or principals, tax-payers or boards of education would disagree with these objectives. The fact remains, however, that for these particular students "education" was not doing these things for them. Why was it failing? The answers can be found in quotes from complaints about their high school experience, which recurred constantly:

Too much teaching, not enough learning.

We've been brainwashed to believe that you can't learn unless you memorize notes.

There is no freedom in anything.

I can learn more reading, travelling, and talking to people.

They move us around like puppets.

The bell rings and you do this; it rings again and you do that.

If I could work on what I'm interested in on my own time I'd get a lot done.

We take so little in a school period that I get bored, yet I fail the exam.

It is not interesting.

Nothing we take is relevant.

Nobody wants to listen to what I have to say.

The school is too big, nobody cares.

Should be more individualistic.

Need to participate.

Teachers should not be demigods.

If you question the teacher's ideas you get into trouble.

There should be a little bit of humour in teachers.

Need teachers that understand.

It is a crazy place.

From such remarks, what had happened to these students began to come clear. School for them was a crazy place indeed, where they had become non-persons and thus acquired non-teachers. There was no one to lead them out of the maze and explain how it could make sense.[2]

Most people have been lucky enough to find at least one teacher to show them how to turn facts and rules into concepts. And into relevant concepts--ones that have meaning for the students. It can be simple. A teacher starts to list the names of a dozen or so youngsters, finds a James and a Hymie, stops name-listing for a while to remark that these names are related

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2. See Appendix 2, P. 147 for Cool School student's opinions of the regular high school.

and that there are probably other pairs of related names, perhaps even triplets, in the room, so let's investigate. Perhaps a Sean and a John, a May, Marie, and Mary, turn up. Suddenly there is a jumping-off point for name-derivations, word-derivations, the relatedness of languages and the spreading-out of nations ... all this with a personal "hook" to provide a life-time interest in languages or history. A boy runs in a school corridor, a teacher tells him he is breaking a rule, the boy mutters, "It's a dumb rule," and instead of a lecture on rule-breaking and rudeness he is told, "When you run in the hall you are transgressing one of Kant's moral imperatives, I forget which. Look it up for me and let me know by Friday. You can probably find it in...." Rules suddenly become less arbitrary, even, with luck, philosophers become more interesting, if the request is followed up.

It was felt gropingly by these students that school ought to be a place where one can find underlying systems that help one to understand how the school, the world, and they themselves operate. There should be adults who can steer you toward the sources, the fountains, where you can draw what you need. These boys and girls were thirsty.

An Overview of the Program

In selecting students for the program, first consideration goes to candidates who have demonstrated their inability to function adequately in the school system, who express a desire for further education, and who can understand the explanation well enough to estimate whether this particular program can help them reach their own personal goals. The general program is divided into four phases, which will be described more fully later. Briefly, they are:

PHASE I:

Communication

The purpose of this phase is to develop basic skills with the written and spoken word, to explore art, music, and audiovisual means, to communicate to some extent in the French language (thus gaining insight into a non-English culture), to learn to work with a small group, and to evaluate one's own progress.

PHASE II:

The World, People and Ideas

This phase covers content traditionally taught as history, geography, man and society. Three different approaches were

tried out and all appear to have been successful. (1) Each member of the tutorial group chooses one country to study in depth, then serves as a resource person for the group when it meets to discuss general concepts (e.g., the function of a family, the place of work in society, changing patterns of government through the ages). (2) The history of ideas is studied, using selected readings of the various time periods as a framework. In general, this is an introduction to the technique of problem-solving, using the disciplines of archaeology and physical anthropology to gain an overview of human prehistory. (3) The multi-media box. This is a "grab-bag" of resource material kept in a box file; the contents are supplemented as more material appears. For example, in the box labelled "Greece" there are tapes, paperbacks, magazine articles, good papers by former students bearing on Greece. In Phase II, reading is at first-year college level.

PHASE III:

Family and Community

The major feature of this phase is student involvement in the community. Students rotate through a series of individual situations where, for a significant period of time, they are involved as participant observers in various real-world activities. Along with these rotations goes assigned reading. There is periodical return to the tutorial group to compare experiences that are related but not identical. For example, in the commerce and finance rotation, students are assigned for two one-week periods to any two of a bank, a real estate office, an insurance firm, the stock market, a small business, a large

business, an industry, an advertising agency.

PHASE IV:

Correlation

This is the final phase. More than in the others, it is designed to fit the individual. For all students, the program aims to consolidate the experiences of Phase II, where the development of scientific thought is studied, so as to obtain a general picture of human biology and ecology, the basic concepts of mathematics, and the scientific method. Students who intend to continue their scientific education beyond high school can elect to study one or more science subjects in greater depth. Current events and the specific culture of Canada are reviewed. For each student, according to his or her own needs, detailed preparation for gaining entry to and succeeding in a job, a community college, or a university is planned. The "logs" kept by the students throughout the phases are the basis for the letters of recommendation[1] going to postgraduate institutions to establish that the applicant has control over a body of information, ideas and skills, the ability to be responsible for his own education, and a reasonable hope for success at a postsecondary school level.

TIMING OF THE PHASES

The phases are obviously not truly discrete areas, but rather blend into each other. The work of Phase I is basic to all subsequent work; the skills acquired there are crucial to

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1. See Appendix 4, P. 190

success in the program. It is essential that the student be adequately prepared before entering Phase III, as it is particularly demanding. Students have logged as many as seventy hours a week in this phase; delays in report-writing mean that the entire group cannot correlate its results before the next rotation has to be embarked on; students bring much pressure to bear on each other in keeping to schedules, and in the matter of dress and deportment in the "outside world," so as not to bring this phase into disrepute for later students from the school.

The speed at which students progress depends on the educational gaps that require filling, on their own aptitudes, and (where group projects are concerned) the general ability and level of the group.

The Present Student Body

The student body at the time of writing mainly consisted of those who entered after January 1975, at which time Regional Adolescent Services began to function in the system. Nine students entering prior to that period were still attending. In total there were fifty-five students--thirty-three males and twenty-two females.

Most of these students were sixteen or seventeen years old at their last birthday when they enrolled. The ages were distributed a little differently between the sexes--nearly all the females entered at sixteen or seventeen, but the ages of the males spread over a wider range. The youngest student was fourteen years old on entry, the oldest twenty-one. Over three-quarters of the females had completed Grade 10 or more when they arrived at the school as compared to only about half the males.

Not many students attending at the time of reporting had been out of school for a great length of time (excluding vacation periods). This was less true of the females than of the males--but in total, over half the students had not missed any schooling, and a quarter had missed less than six months. A few students (more females than males) had been out of school for two or more years.

Students come to Cool School with multiple problems. At the initial interviews an effort was made to pick out the most prominent one. Outstanding was sheer difficulty in adjusting to the growing-up process, causing problems at home, in school and/or with the peer group. Not too closely followed academic frustration or an outright phobia concerning the regular high-school program; and psychiatric disabilities of various kinds--severe depression (sometimes with suicide attempts or gestures), schizophrenia and so on. Drug problems (including overuse of alcohol) did not play a great part. Needless to say, drug use occurred among many of the students, as later tables will show. It did not seem to be the outstanding problem, but rather a symptom, for most. A few males had as their main problem a learning disability, usually dyslexia.

More than three-quarters of the students lived at home, usually in an intact family unit. This was to some extent more true of the males than of the females, perhaps because there were more fourteen- or fifteen-year-old males. A few came from group or foster homes, and a few of the older students were living independently.

Families, however, did not account for many referrals to the school. Students were most likely to have referred themselves or have been referred by a friend their own age. A dozen or so were agency referrals, about the same number were referred by doctors, and one male student by the court. It is unfortunate that more referrals did not come from the families themselves as, among students who have left the school, these were most likely of all to progress to college or university.

A third of the males and nearly a fifth of the females had a prior juvenile or criminal conviction. Only two such students,

however, had been institutionalized, and an additional two put on probation; the balance had been given warnings, fines, or had been released into custody of parents or agencies.

Very few students were making no use of drugs whatever on arrival: one female student did not use any type of drug; another of sixteen years made mild use of alcohol only. The picture was somewhat brighter for the males, but not much: six used no drugs at all; two made mild use only of alcohol; and one male student used no psychedelic drugs but was a heavy or uncontrolled drinker.

Serious use of intravenous drugs and of solvents (glue-sniffing and so on) was negligible. About 40 percent of both sexes were habitually or heavily involved with marijuana. Heavy alcohol use among the males ran over 40 percent also, but only three female students fell into this category. Females tended also to avoid use of hallucinogens (LSD-type drugs) but a quarter of the males used it heavily or habitually. In general, females using drugs or alcohol did so mildly or occasionally only, with marijuana the single exception.

The Teachers

The students and the program have been described, the latter only briefly as yet. Who are the "teachers"? Strictly speaking they should not be thus described. The school's objective is to help students learn to function as their own teachers. That the school has succeeded in doing this for its graduates is evident from comments of those now attending postsecondary institutions. They are amazed at the fear shown by other first-year students toward examinations and at the last-minute efforts at cramming; after all, an "examination" is simply a matter of writing down what one has already found out for one's self, and a sort of self-evaluation. They are surprised at the slavish note-taking; if one is interested in something, one makes one's own notes. Other students often do not seem to know where to look things up, what to look up, how to work independently. However, let us call the adults associated with the school "teachers." It is a familiar word, and that is what they would be called in most schools.

At the time of writing there were four full-time teachers and fifty-five students in attendance. The full-time teachers are called tutors, each one responsible for the operation of two small groups. There are also resource persons. These are volunteers who bring specific skills to the program. If, for

example, no tutor were fluent in French, a volunteer would be found to help fill the gap. Last there are community preceptors for Phase III. They accept individual students on a short-term "apprentice" basis during the rotations in this phase.

1. THE ROLE OF THE TUTOR

a) A small-group leader. It is his responsibility to ensure the effective operation of the group. Early attention to small-group dynamics is needed to develop a cohesive unit, generating its own enthusiasm and evaluation.

b) Stimulator of the learning process. He must breed excitement, be resourceful in procuring learning aids, assist in training the members to participate in discussions, seminars, and projects.

c) A student advisor. He meets with each student at least once weekly to go over the "log" the student keeps, helps him to evaluate progress and to plan for the coming week. At this time it is appropriate to discuss personal problems that are holding back academic progress and to assist in solving them.

d) A coordinator of resource persons. He arranges for their contact with the group, makes sure that they understand their role and the goals of their participation, provides feedback to them of the relative success of their contributions, briefs them on any aspect of the group's function that may make their aid more effective and their role more satisfying to them.

e) A recorder of research data. He keeps these records: A diary of group activities and progress; evaluation of the academic aspects of the program depends on this. Availability of learning resources and their evaluation. Documentation

of group members--periodic progress reports, important facts about their outside life, copies of some of the work they have done; these are sent to the director for his information and for filing in the central records.

f) A communicator. Progress and problems are summarized at weekly meetings of tutors with the director. These discussions are useful for evaluating the program, for guidance in managing individual members, and for in-service staff training. Formal and informal meetings with resource persons are also essential.

g) A supervisor of the physical plant. This includes care of the group's room, equipment, and learning resources.

2. THE ROLE OF THE RESOURCE PERSON

a) These volunteers may be called on to advise the tutors on the content, or the best method of explaining some area of knowledge, or on how to test a student's progress in a certain field.

b) They may arouse interest and stimulate students by teaching some special knowledge or skill that the group or individual would not otherwise be able to obtain.

c) They provide the students with a bridge to the world outside the school.

When a resource person first begins to work with a group, he or she investigates, as early as possible, just how much the group already knows of the subject, explores the group's interest in it, and lays out certain goals to reach. Resource people are left to devise their own individual approach to their subject-matter, though they are encouraged to use an approach that includes self-learning, problem-solving, and group process.

They are asked to concentrate as far as possible on the student as a learner, ignoring any personal problems--these are the responsibility of the tutor, not of the resource person. In general, personal problems are not considered acceptable content for group discussion.

Though the students are generally bright, in their early months at the school they may cause considerable anxiety to volunteers because of problems in attendance, attention, and participation. The frustrations of the resource person's role should not be underestimated. As a part-time participant it is hard to put one's work into the context of the total program and to understand the approach, so different from that of the usual high school. The school has had a problem in finding effective ways to convey guidance, along with appreciation, to its resource people. On the other hand, satisfactions have on occasion been very great when the resource people have looked back at the progress made by their students, the friendships that have been formed, and the new and challenging approaches to learning in which they had a share.

3. THE ROLE OF THE COMMUNITY PRECEPTOR

a) To accept a student for a one-week period into a business, industry, government department, radio station, bank, hospital, etc. (For a complete listing of one sessions's potential placements see Appendix 3, #1.)

b) To see the student in advance of his placement, in order to work out some kind of program with him or her.

c) To give the student a chance to learn directly from people employed in his organization.

d) Where possible, to engage the student in an actual working

situation. When this is not feasible, to try to find material that a student can research for himself.

e) To give the student whatever aid may be available in understanding the workings of the host organization or institution.

f) To fill out an evaluation form and forward it to the school, giving his impressions of the student, and of the student's response to him, to the organization and personnel, and to the work setting.

Community preceptors are forewarned that some normally scheduled activities may have to be disrupted in the best interests of the student, and are prepared in advance to put up with this. In many cases they have done far more than "put up with," and have taken the greatest pains to lay out schedules that would be of maximum benefit to their "apprentices" in the short time available.

The School Building and Facilities

The school is in a large old house on the grounds of Chedoke Hospitals. Each small group has its own room with individual student desks. The tutor's room serves as his office and at times as a group meeting place. There are other rooms, none sizeable--a browsing library, a room for sculpture and ceramics, a photographic darkroom, an audiovisual room, a film viewing room, and a common room.

For many of the learning aids, community resources are drawn upon. The public library system supplies a great deal of important reference material, though books related to current units of study are issued in packages to each tutorial group. Teaching films are borrowed from the regional library, the National Film Board and the Ontario Education Communications Authority. Television documentaries and special dramatizations are also considered valid learning experiences for group discussions. There is a growing library of pretaped programs (particularly those produced by the CBC Learning Systems), a variety of music tapes, and an auto-tutorial course in French. The audiovisual room is used in the preparation of projects. Here there is equipment to record and audition tapes, and project films and slides, as well as an adjoining viewing room.

In the viewing room, a 16 mm projector is available for

individuals or groups to screen teaching films. Films are used most effectively if they are first viewed by the tutor. He then prepares a series of questions as a guide to the students, and the film is later discussed by the group when they have seen it.

The little audio studio contains a turntable and a tape recorder which has both reel-to-reel and cassette capabilities. This room is used for taping directly, for retaping borrowed programs, and for auditing the French course and other programs.

Aside from the school's own small library and tutorial texts, much use is made of magazines. When they are received they are dismantled into individual articles. These are then circulated to groups and assigned to a student for reading and presentation to the others. After use in a group discussion, the articles are filed in a data bank or a multi-media box by topic for future reference.

Science resources are limited to biology, earth sciences (geology, geomorphology), and astronomy. The school is fortunate in having a 4½-inch reflecting telescope. Other equipment includes a speed-reading course, a spirit duplicator, typewriters, and the multi-media packages used in Phase II. Where students need more science resources than the school can provide, graduate students at the university have taken them on as lab assistants or in some capacity where they can both help and learn. It is expected that a small outdated computer will soon be donated by the hospital.

Cool School does not have an elaborate plant. The teachers make efficient use of whatever apparatus is available, and use great ingenuity in finding outside sources. They themselves,

however, might be considered the school's most important facility.

Salient Features of the Cool School Program

It became evident at inception that the students did not know how to learn academically. Learning is based on a number of skills that must themselves be learned. If these students had ever possessed such skills, they had lost them. Letting such youngsters loose to explore some interest of their own, without prior guidance and preparation, could result only in wasted time, a build-up of frustration and guilt, and disillusion both for tutor and student.

Entering students are assigned to small groups where members are roughly at the same academic level. There they do not become lost or anonymous, as in a regular school. They are real people to their tutor and to the half-dozen other group members. Academically they are not dragging behind.

The tutor's job is to organize, advise, stimulate, and act as "trainer" for his own small groups. He is not supposed to be an expert in subject matter, but a learning member too. His expertise consists in knowing how to go about learning, rather than in a body of factual knowledge.

Learning is not, in any case, arranged in "subjects." All relevant aspects of a topic are dealt with at the same time. For example, while learning photography one explores the physical properties of light and lenses, the chemistry involved

in developing film, and why one arrangement or composition or angle produces a better-looking photograph than another. The photography itself might simply be incidental to a larger project in, say, ecology, where a pictorial record of something outside the school is indicated.

As much as possible, block programming is used, so that students can immerse themselves in one area at a time. Rather than the didactic presentation of facts, the process focusses on problem-solving and on "spin-off" learning that follows up individual interests or emerging group interests.

Audiovisual aids are potent tools only if the student learns to use them effectively. Preparing learning aids for themselves is even more valuable as a learning experience than the use of ready-made ones. To illustrate: one student made a model of a mediaeval monastery from an old map. She and the rest of the group then set about figuring the purpose of each division of the model--the fish pond, the well, the latrines, the sleeping arrangements, the herb garden, the chapel, the refectory--to study how the congregation of monks functioned as a small society in itself, and how it related to the community about it. In effect, students learned more by making their own models, movies and photographs, than by using ready-made material.

The school is considered as a home base for other activities. Instead of duplicating other activities and resources, students use those that already exist outside the school. The apprentice relationships with resource people and with community preceptors, who are doers rather than teachers, help to prevent the school from becoming a little artificial world.

Part of the educational goal is to help students grow in

social skills and self-esteem. The group has to be stimulating, but safe. Tutors avoid the roles of disciplinarian, goal setter or critic. Cruelty to one another and lack of sensitivity are almost always present whenever a group of new students forms. Until entering the school, most students derived some comfort from "knowing" that it was impossible to communicate with adults. It is devastating for them to discover that too often they do not do very well with their peers either. Tutors have to lead groups to develop openness, sensitivity to the needs of others, honesty, and relaxed participation. To do this, they have to possess or to acquire more than ordinary sensitivity, honesty, and flexibility.

If the tutor is not to take on the function of critic, how can the students' progress be evaluated and presented to them? Students have to be induced to become their own judge and jury, or they will continue to make excuses for poor performance. This self-evaluation is an ongoing process, meant to help them work more effectively, while still progressing at their own rate. The close daily contact in seminars and projects makes it fairly easy to monitor a student's progress. The major record is a daily diary (the "log") kept by each student. Every week the students and tutor together review and summarize the week's work in a two-page weekly log, then work out short-range goals, in a private session. These logs also provide the basis for weekly group evaluation sessions. Students are encouraged to participate actively in making plans, rather than to accept them passively; nevertheless, the tutor's role as guide and as a suggestor of methods of improving performance is vital.

It should not be imagined that students step immediately into

self-initiated learning and problem-solving. Many disappointments lie ahead. Given this alternative system, designed to circumvent the kinds of things they had complained of in the regular high school, nearly all still function badly at first. There are underlying factors contributing to their failure both in earlier high-school and at Cool School. These have to be detected and dealt with.

Learning disabilities, especially in writing and reading are unearthed. Students had been bright and verbal enough to mask these in a regular high-school setting.

There are personal and family problems that distract them to the extent that they are unable to learn until these problems have been recognized and overcome.

There is often previous chronic drug use, nor is this always discontinued immediately upon entering school. The daily use of cannabis, for instance, does not seem to produce medical problems, but it decreases the level of motivation and achievement very markedly. Amphetamines are no longer the problem they once were, but more students are arriving now with alcohol or barbiturate habits. Among students who were accepted into the program at the school, but who did not manage to complete it, continued use of alcohol or a drug was an important factor in their failure.

Part of the incoming students' immaturity shows up in their compulsion to make excuses for all their inadequacies. Probably most people have a few minor ups and downs in a week; the number of <u>major</u> crises, or minor ones magnified out of all proportion, in the school population, is astonishing. Astonishing too is how badly they cope with them. The great

discrepancy between intellectual ability and emotional competence is striking.

Teachers in Cool School have to keep constantly in mind a list of commandments: Avoid enticement into long lurid discussions of drug use and the minor problems of the students' lives--it serves only to confirm their importance. Avoid diatribes about the hopelessness of modern society--students need no confirmation that life is not worth living and so they need not be responsible for their actions. Avoid brainwashing vulnerable young people into one's own personal prejudices--the idea is that they should develop their own critical powers and should expose, not absorb, prejudices. Avoid using students as scapegoats for one's own hang-ups--students rely on their teachers to be optimistic, energetic, and secure people. Never be afraid to reveal lack of omnipotence--but continue to display a reasonable faith in one's own ability to find out whatever one wants to know.

Above all, teachers find that they must not be embarrassed about showing love and affection, nor about their enthusiasm for an eager pursuit of learning.

Community and School Interaction in the Phase III Program

Phase III of the program warrants some elaboration. This is the part of the program where students begin to participate seriously in the working life of the community, to apply the knowledge and skills gained in the first two phases, and to find out how things operate in the adult world. This is perhaps the most important part of the growing-up process that they have already begun to experience. It familiarizes them with as many areas of employment in the community as is possible within a relatively brief period of time. It is possible too that some aspects have applicability to a general high-school system.

The phase is offered at a relatively advanced level of the program to ensure that the student has the requisite skills for using it to best advantage. Practical experience in interviewing, speed reading, research techniques, and group process in Phases I and II afford a background needed for even minimal success in this third phase. Before entering it, some evidence of general inquisitiveness, sensitivity, ability to function well in a small group, and critical thinking must be shown. Because all students in a group may not be ready at the same time for this experience, re-shuffling of the original groups often takes place. Students are likely to find themselves with a different

tutor or with students with whom they have not worked before--though because of the small size of the school the others will certainly be familiar.

During this phase, students rotate through a variety of one-week placements in the community (see Appendix 3, #1). In the weeks spent with each organization students are supposed to gain an understanding of its operation in some depth and to acquire theoretical knowledge of a subject related to the organization. A student assigned to Divinity School for example, would preferably meet the community preceptor beforehand and have him suggest a short reading program on the history of religious teaching, or readings on various religions. Before entering a factory the student would study something of the development of industry in Canada, or the growth of that particular industry.

During placement, students examine the background, training, motivation, performance, and personality of some of the people working there. They also examine their own role during the visit, note how their insights change while there, and the problems they have in human relations.

ROTATIONS

Rotations are pairs of one-week placements in various outside organizations. They are grouped into four categories: (1) Commerce and Finance - banking, insurance, the stock market, small and large businesses, advertising; (2) Government Services - schools, local government, police and fire departments, utilities, the judicial system; (3) Industry and Technology - factories, trade unions, industries related to transportation,

communication, and agriculture; (4) Body and Soul - health and social services, recreational programs, and religions. The student spends two consecutive one-week periods in organizations from each category or block, each group working somewhere in the same block at the same time (see Appendix 1, p. 102).

At the end of such rotation--every two weeks--students return to school for a period of reporting, correlation, and group learning, based on the data gathered during the two placements. The entire group correlates its observations around a central pre-arranged theme, such as 'Social Service Organization,' 'Sociology,' 'Religion, Philosophy, and Ethics.' The students' roles are those of observer-participants. They must ask questions, conduct interviews, seek out written information, and wherever possible involve themselves actively with the organization being studied.

When the group reconvenes at the school in two weeks, following a block of rotations, members in turn present their findings for discussion and criticism by the group and tutor. Presentations are examined for content and for style. These may be quite imaginative. One student conducted a mock bankruptcy hearing, assigning various roles to other group members as creditor, bankrupt, legal representatives, witnesses, with himself as judge--first explaining court procedure to the assembled group.

Efforts are made to match individuals with placements that seem to be particularly compatible or valuable. For example, one student noted for his vehement criticism of the judicial system was placed at the County Court House for a week. During

placements in religious organizations, students spend the week with a clergyman, minister, or rabbi or a religious community of a denomination different from the one in which they were reared. A student who has clerked in a small shoe store "on his own" in the past would be placed perhaps with a large department store, or with a shoe manufacturer if one were accessible. The tutor must see to it that students do not choose placements that are of little real consequence in the general scheme of a community; a poodle-grooming parlour, for instance, would not be considered at all.

Decisions on placements are, however, never arbitrary and are made in consultation between tutor and student. As students rotate through a phase, they often develop ideas about the kinds of placement they would find best for their learning and development. Consequently, after the first rotation, or even during it, the tutor may have to line up placements at very short notice, or shift students from an organization that had been planned for them to a different one.

A placement has to be one that has potential to provide a week's worth of new learning, or learning built on previous experience.

SELECTING A GROUP

The most desirable Phase III candidates are students who have begun to look beyond Cool School toward postsecondary education and who are realistic in recognizing the deadlines they will have to meet and the skills they have not yet gained. They should by now be sensitive to time use, and if not already well organized, they should be trying hard to improve their methods.

They must feel a sense of responsibility to the program, to people outside the school community, and to themselves. Other students depend on their ability to derive meaningful information from their visit. People where they are placed expect them to make good use of the time and effort both spent in preparing for the visit, and given during this period. They hope for respect, appreciation, and benefit to the students. The students must be ready to honestly put out their best efforts, otherwise they become discouraged when little profit is gained from the week they spend at one or another organization.

Certain idiosyncrasies are allowable--ineptitude at working with fellow students, previous failure to produce written work regularly, even lack of motivation at school--because, ironically, some students with these failings may function quite capably in a public or work setting. The vital qualifications are a genuine interest in the program and in self-development. These qualities have repeatedly appeared to sustain those who are encountering difficulties, and have permitted them to evolve into competent individuals. If a student's prime purpose for participating in this phase is to seek attention or to "put in time" then the group, the image of the school, and the student all suffer.

It is hard to overestimate the importance of prior small-group experience as a prerequisite to success in Phase III. Students who have learned to be honest with themselves and with others in criticism, who have acquired sensitivity to the feelings and needs of other group members, who have grown in their understanding of human personalities, have a significant advantage over those who have not, and consequently tend to have

a much fuller, more rewarding, experience. They have less trouble adapting to the demands of particular settings, and can cope more effectively with difficult interpersonal situations.

PREPARATION FOR PHASE III

Little can be done early in Phase III if an individual is unprepared for the experience. Few students have a clear idea at the start about what they can get out of this phase, or even understand why it is offered in the program. This confusion is usually cleared up in the first set of rotations.

Government Services or Body and Soul units have been found best for the groups' first set of rotations. These settings tend to be least disrupted by young visitors. Key personnel are more accessible to and patient with those who grope and fumble as they practice a new learning method. It helps too to use settings that have been used before, where staff are familiar with the Cool School program and can provide some guidance for a slightly confused student. Once the student has had a couple of placements with a reasonable amount of success, he or she is better prepared for others demanding more self-assurance or aggressiveness, or a very flexible or new approach.

As basic groundwork, a discussion of interview techniques, instruction in use of the tape-recorder, and pointers on information-gathering approaches are helpful and can instill some self-confidence in those who are a little apprehensive of their ability to deal with this phase. Practice in interviewing one another helps the members of a newly-formed Phase III group get better acquainted, as well as developing elementary interviewing skills. This can be followed up by role-playing, group interviews,

or "press conferences" based on news events or on anticipated troublesome situations.

Reading the essays and reports from earlier community-phase groups and discussing community preceptors' evaluations of other students can provide some idea of what a member might encounter at a particular placement setting.

GOAL SETTING

A group's ability to isolate thematic approaches, to determine the order in which to approach rotations, to select specific placements whereby group-related or individual goals can be achieved, all improve considerably with practical experience. Initially, goal setting is very time-consuming and often frustrating. Nevertheless, it must be carried out with care and dilligence because it affords the main basis for evaluating the student's experience in a placement. Students must be encouraged to ask themselves before placements what they expect to get out of the experience, then later must examine whether they managed to get it, whether during the visit they altered their attitudes and expectations, whether they went about achieving their objectives in the right way, and whether goal changes were for the better or not.

Group-related goals such as "exploring management-staff relations" in several different settings are good for developing cohesive themes for discussion and for expanding one another's points of view. Such themes, however, depend upon the cooperation of the host institution, and must be regarded as tentative rather than firm goals.

Flexibility of goals must be stressed both to students and to

community preceptors. No placement provides exactly what the student anticipates, and the size of the discrepancy determines the extent to which flexibility is required. Students must be prepared on very short notice to change previous carefully thought-out plans. Yet a placement that bears little resemblance to what the student originally had in mind can still provide a very worthwhile experience.

CONTACTING PLACEMENTS

A card file or other quick-reference document is a handy resource for considering placements that have been used previously. This indicates the right personnel to contact, records the students who have formerly been placed there, provides comments about the nature of the setting, and the ways in which it has been approached in the past, and suggests how these settings can best be used for learning. However, the file should not be used as an easy method for a group to decide on placements. Rather, it should provide a reference only when it coincides with decisions already worked out. For example, only after a student has independently decided to spend a week at a local newspaper should the index be consulted to determine if and how that setting has been used before.

Initial contact is usually made by the tutor, who can introduce the student, assure the potential placement that the enterprise is a legitimate one, explain something about the Phase III program, and perhaps learn a little of what the placement can offer (see Appendix 3, #2). Response in the community to the idea is usually encouraging, but delays are inevitable because contacts may want to consult their staff or to

get authorization from a superior. A personal visit or a written explanation may be requested. Thus the tutor's time must be structured so that he is available for telephone calls and accessible until all the placements are confirmed. If a resource person can be delegated to do this, it eases the tutor's burden greatly.

On the surface it would seem sensible to arrange all placements early in the phase. However, an important part of the program is to give students a chance to reconsider goals on the basis of their experience as it progresses, and on their growth in prior placements. Thus organizations that require notification more than two or three weeks in advance are not practical, because the groups' needs develop and change during the nine weeks or so before the last rotation begins.

COMMUNITY PRECEPTORS

Feedback from community people may be formal or informal. The latter is usually more reliable, though a formal evaluation in written form is routine. It is sometimes amusing to hear students comparing placements on the basis of how many summer job offers they receive, or how many times in a given week they have been taken out for lunch. There are similar, subtle indications that students are pleased to have been well received or considered companionable.

Time permitting (and always, if a student's performance has been questionable), the tutor should follow up the visits personally or by telephone. Community preceptors tend to be more frank and thorough in their evaluations in a personal approach than in written form; the example shown in the Appendix is

unusually complete (see Appendix 3, #3, and #4). Some preceptors feel they should protect students from imagined repercussions that might follow an unfavourable report. Nearly always, though, by some means or other, the students gain an accurate impression of their performance and the host organization's reaction to it. Students also grow increasingly adept at asking for and picking up feedback as they go through the phase.

Nevertheless, student visitors may disrupt the working day. If the student can adjust to a situation where he can courteously take advantage of a working person's free time and can participate in the organization's activities without making excessive demands of personnel, there is very likely to be a positive response to the placement; a keen but unobtrusive youngster is appreciated. If the student displays a lack of direction, abuses arrangements made for him, or seems incapable of easy verbal communication, the organization's personnel become confused and uncomfortable. Fortunately, students have so far been generally competent, if not excellent, in their performance in these respects.

Advantages to the preceptors probably outweigh the disruptions. Most are pleased by the interest shown by a young person in their life's work. The questioning may stimulate the preceptor to re-examine certain aspects of his career and perhaps review theoretical aspects which he had not considered for some time. The experience also tends to allay some of the suspicions of people in the community that schools do not prepare their children for a role in the real world. Contact in the adult's own setting by a younger person allows an informal opportunity

to bridge the generation gap.

EVALUATION OF THE STUDENTS' PERFORMANCE IN PHASE III

Evaluations from the community preceptors are extremely useful in helping the tutor to gain an idea of the students' performance in a work setting, and of how much they have learned--not only about the organization itself, but about fitting into unaccustomed situations and getting along with others. Even more important, however, are the group's evaluations of one another's performance--that is, has each student reached a stage where his peers "consensually validate" his experiences, or is he still somewhat out of touch with realities?

1. THE GROUP'S EVALUATION:

A Phase III group meets briefly during the second week of each pair of rotations to ascertain whether the first placements met with success, and to project the probable outcome of the second placement on the basis of a day or two's experience. At the first of such meetings the overwhelming mood tends to be one of relief that the experience was not as difficult as anticipated.

In these and other "log" sessions (see Appendix 3, #6, for examples of logs), particular attention must be paid to the problems encountered, and to how these were dealt with. Complaints about uncooperativeness and lack of interest on the part of preceptors or other personnel should not be given support unless the evidence is clear that the student used every means to overcome such attitudes.

Upon the group's return for the "correlation week," a more

comprehensive log session follows immediately, with another at the end of the week before the group advances to the next rotation. At this end-of-week session, specific goals are set for the rotation about to begin, and decisions made on the next-following rotation so the tutor can begin to arrange for placements.

The group is responsible for evaluating the following:

a) Each member's account of his or her performance at a placement.

b) The extent to which specified goals were met by each.

c) The amount of worthwhile information gained and recorded.

d) The effectiveness of each member's use of time.

e) The quality of each report and presentation, taking into account both content and imaginativeness in approach.

f) Each member's demonstrated insight into the setting itself; into the organization's underlying concepts or working philosophies; into the personalities encountered; and into his or her own role and attitude-change during the placement.

g) A general summing-up of the value of the experience (see Appendix 3, #7).

2. THE TUTOR'S EVALUATION

The tutor must make sure that the group's evaluation is a thorough one. As well, he must spend a significant amount of time with each member individually. He must anticipate and allay the preconceptions, fears, and anxieties in students who are disinclined or unable to see these for themselves. Some failures are best identified and dealt with privately, but all are discussed from the angle of what the student can learn from

them, and how to be certain not to repeat them. Always at least a few students react unfavourably to the sudden pressure of meeting numerous commitments in a short period of time, and need support or practical advice on self-organization. It is of great importance in Phase III that the tutor relate strongly to all the members of his or her group, and that the prevailing mood be one of mutual confidence. The consequences of leaving weaknesses unidentified and problems unresolved are usually disastrous.

The tutor has a great deal to do during this phase (see Appendix 3, #8). There is a limit to the amount of time he can spend on confronting and helping to resolve individual inadequacies. Early in the phase he must judge the feasibility of helping a student through it; this is best done after the first pair of rotations. If a member shows more maladaptation than the tutor can give time to, and if his or her performance is impeding the rest of the group a great deal, an honest mistake must be admitted, and the member asked to withdraw. This can be rather a traumatic experience for everyone and demands great sensitivity on the part of the tutor and of the group. Encouragement must be forthcoming for a later "repeat" performance of higher quality.

Effective communication is a major concern in Phase III, and the tutor must constantly monitor and evaluate interactions between himself, group members, and the community preceptors. Personal contact, logs, reports, and formal feedback encourage good communication; it is the tutor's responsibility to make sure that these mechanisms are made use of.

WRITTEN WORK IN PHASE III

Written work is, of course, in part another means of evaluating the student's performance. It also approximates an academic or working situation in that written reports, essays, or documentations must be carefully written under deadline pressures.

Each group member is expected to produce one essay, report or other document on each placement (see Appendix 3, #9). There is little advantage in demanding more of the writing than that it be properly structured; that it express insight into some aspects of the organization; and that the student be satisfied enough with its quality and accuracy to have a copy returned to the community preceptor. The student also takes responsibility for typing the reports and for duplicating them.

Care must be taken that a backlog of unfulfilled writing commitments does not build up. Enthusiasm for completing them diminishes considerably with the passage of time, and insights that have been glimpsed are forgotten.

The additional demand of completing two informative, perceptive writing projects in a week, for four successive pairs of placements, brings the student's workload precariously close to its physical limit. The written assignments are in addition to the routine daily and weekly log-keeping, group discussions, presentations that relate experiences to the previously selected group themes, the evaluative sessions, and private sessions with the tutor.

The enormous burden of hours spent in the correlation weeks between rotations is well worth it. By returning a copy to the community preceptor, the validity of the student's perceptions

and ability to communicate them are tested. The student learns a great deal about the strengths and inadequacies of his writing skills and his own reactions to pressure, and a little about what would be expected of him in real life report-writing. In this phase he or she makes more improvements than in any period so far.

EVALUATIVE SUMMARY OF PHASE III

This section is a capsule summary of the advantages and difficulties discussed in previous pages.

BENEFITS

a) Students gain insight into the dynamics of organizations and come to evaluate critically, not only the workings of a number of institutions, but also the thinking of the individuals involved in them. Eventually they come to understand the nature of their own involvement in the community and their responsibilities to it.

b) Students come to examine the practical dimension of theoretical concepts experienced otherwise only in books.

c) Students learn to use their time efficiently and develop methods of investigation best suited to a thorough understanding of public institutions and people.

d) Students learn to discern, in a real situation, what information is relevant and what opinions are valid.

e) Students develop a creative approach to learning and become willing at least to attempt methods which would normally remain unused. With luck, some students learn to be teachers or students as the occasion demands. A student's

self-confidence is enhanced and a sense of maturity develops.

f) In this phase, more than in any other, students learn to assess their progress, become enthusiastic about their accomplishments, and attempt to develop further their skills and attitudes.

g) Students become aware of personal skills and of their developing sensitivity to strangers. They develop a feeling for how to act in a public situation.

h) For many the experience serves as a vivid approach to vocational guidance.

i) Because of the obligation to communicate their parts of the experience to the group, students become increasingly responsible to and for their peers.

POSSIBLE COSTS

a) Students must be adequately prepared for the experience. Prior evaluation is needed to make sure that they have skills in communications, motivation to work to schedule, sensitivity to people and situations, and an informed curiosity to exploit the potential of each rotation.

b) Failure in this program is very destructive to the student.

c) The value of the experience is lost unless the tutorial group is small, ideally five or six students.

d) Students who feel no sense of responsibility for their own education will gain little from the program. A student who abuses community resources alienates the public and may effectively make facilities unavailable for future use in the program.

e) Because students work at different rates, those who fall

behind may feel inadequate when they slow down the progress of their group.

f) The tutor has a difficult role and must not neglect any aspect of the program: the needs of student and preceptor; logistics of placements; small-group dynamics; stimulation of learning; quality control.

g) Community people may become frustrated if they do not understand the goals of the program, if they are not sufficiently flexible to let the experience evolve naturally, or if excessive demands are placed on them.

POTENTIAL USES FOR THE LARGER HIGH SCHOOL

The benefits of the Phase III program are sufficiently great that consideration should be given to the possibility of its use within the school system under certain circumstances. Because it is a "total immersion" experience, it would necessitate similar block programming of other courses taken during the same term. For this reason it would probably be feasible only in schools using a credit semester system, or in summer school courses. Perhaps the "Man and Society" umbrella would be the most suitable.

The use of community resource people, tours of community facilities, and industrial experience programs are not new to the high school system. All have been used as valuable adjuncts to certain courses. The Phase III program differs from these in important ways. Aside from block programming, the goals include acquiring theoretical knowledge along academic theme lines, experience in seeing the theory applied, and development of insight into interpersonal relationships. Use is made of a small

team of students functioning as a T-group with tutor, teaching each other, preparing projects, and evaluating progress.

On the basis of the Cool School experience the following recommendations are offered:

STUDENT SELECTION

The maturity required for such a program would rarely be found in students prior to Grade 12 level. Screening would be needed to make sure that the motivation of the student was strong enough for such a demanding program, and that it was not simply a frivolous enthusiasm for officially sanctioned time out of school. The preparation of the student should include skill in the communications arts and a good record of ability to budget time and meet deadlines for assignments in previous courses.

THE TUTOR-COORDINATOR

The tutor-coordinator should be selected less on grounds of academic knowledge than on proven ability to make small groups work and to maintain cooperation in the community. Though his role is crucial and his is the ultimate responsibility for the success of the program, some of his duties could be delegated to the clerical staff for record-keeping and organizing the details of the rotations, and to volunteer assistants, perhaps parents, who could advise him concerning valuable experiences and could provide initial contacts with key people in the community.

THE ADMINISTRATION

The school administration must be convinced of the unique value of this approach and not see it as one more teaching gimmick to

confuse the orderly functioning of the school. The school's attitude must be sufficiently flexible to allow the experience to evolve and to tolerate the possible failure of parts of the program.

SMALL GROUPS

Groups should consist of about six students. A tutor may handle two or three such groups at one time, but should avoid the temptation to replace the small group as the key unit with plenary sessions for didactic reporting.

The First Phase III Group: An Example

To offer in some detail a profile of this phase, the following is a summary of the experience of Group C, the first to participate in Phase III. Since then there have, of course, been a number of other groups. This one was selected because it illustrates well the problems encountered by a school in initiating a new experience. A few placements successfully used by later groups are also noted. The phase is described under these headings:

1. Outline of Placements
2. Rotation Experiences
3. Evaluation of Rotations by Community Preceptors
4. Student Evaluations of Rotations
5. Evaluation of Written Reports
6. Evaluation of Oral Presentations
7. Student Evaluations of the Phase
8. Variations on a Theme

1. OUTLINE OF PLACEMENTS

WEEK 1: Religious Organizations

- The Salvation Army
- Judaism
- United Church
- McMaster University Divinity School
- Roman Catholicism

WEEK 2: Social Service Organizations

- Health Clinic
- Addiction Research Foundation
- Home for the Aged
- Catholic Social Services
- Hospital

WEEK 3: Technology and Communications

- Radio Station
- Automobile Sales and Service
- University Audiovisual Department and a Commercial Television Station
- Computers
- Daily Newspaper

WEEK 4: Industry

- Tool and Die Company
- Dairy
- Factory (Prefabricated Steel Products)
- Steelworkers' Union Hall
- Agricultural College

WEEK 5: Educational Institutions

- College of Education
- Secondary School
- Catholic Secondary School
- Elementary School
- Cool School

WEEK 6: Public Services

- Society for the Prevention of Cruelty to Animals
- Canada Manpower Centre
- Chamber of Commerce
- County Court House
- City Jail

WEEK 7: Commerce

- City Market
- Women's Clothing Store
- Accounting Firm
- Businesses on Three Commercial Streets and at a Shopping Centre
- Bookstore

WEEK 8: Finance

- Bank
- Credit Unions
- Life Insurance
- Real Estate

2. ROTATION EXPERIENCES

WEEK 1: Religious Organizations

Jim - The Salvation Army

Jim interviewed the directors of several departments, including welfare and social services, and briefly toured a social service hostel.

Sheila - Judaism

Sheila interviewed the rabbis of two synagogues and three directors at a Jewish community centre, attended a religious service, and participated in classes in Jewish culture and crafts

and in a nursery program.

Stew - United Church

Stew spent much time in the office of the minister, attended a funeral, visited patients in a hospital, and toured two churches and two homes for the aged.

Ross - McMaster University Divinity School

Ross attended five classes in religion and a chapel service, formally interviewed two divinity students, and informally met with many students.

Steve - Roman Catholicism

Steve interviewed an administrator of a Catholic youth organization, several employees at a Catholic hospital, and a priest. He accompanied a priest for a week and visited an older area of Hamilton, a church, several hospitals, one of which he toured for a day, an old persons home, a Catholic school, and the apartment of an elderly lady.

WEEK 2: Social Service Organizations

Jim - Health Clinic

Jim interviewed the four directors of the nursing services, purchasing, and mental health departments and spent a day in the Children's Mental Health Clinic.

Sheila - Addiction Research Foundation

Sheila attended a meeting of the directors of a number of organizations involved in public welfare, spent two days at a small clinic, viewed several videotapes and interviewed nurses, social workers, a librarian, a secretary, patients, a receptionist, a psychologist, and several directors.

Stew - Home for the Aged

Stew interviewed two directors and many elderly people, visited

a special care ward for senile people, participated in the recreational program, and worked in the crafts room, the kitchen, and a bazaar.

Ross - Catholic Social Services

Ross attended a session at a learning materials centre and interviewed extensively the director of social services and more briefly the heads of budget counselling, family counselling and a home for pregnant girls.

Steve - Hospital

Steve visited the following departments: prosthetics, physiotherapy, occupational therapy, tuberculosis, pharmacy, housekeeping, engineering, purchasing, stores, social services, dietary, administration, a pre-vocational unit, a heavy work shop, and an operating room. He made rounds with a spinal cord intake team, and a rehabilitation team, and attended the meetings of nurses, a child and family counselling team and doctor and nurse in the tuberculosis ward.

WEEK 3: Technology and Communications

Jim - Radio Station

Jim spent considerable time with the copy chief, toured the sound room, wrote a commercial which was broadcast, and interviewed the program director, the sales manager, the copy chief, and the promotion director.

Sheila - Car Sales and Service

Sheila worked as a filing clerk and interviewed the owner, the manager, the head of the service department, the secretary-treasurer, the head girl, the receptionist, a mechanic, and ten salesmen.

Stew - University Audiovisual Department and a Commercial Television Station

Stew attended a videotaping session, interviewed two technicians and toured the audiovisual and photographic facilities at the university, toured a local television station and interviewed its technical director, and attended the live broadcast of a hockey game.

Steve - Computers

Steve interviewed the administrator of sales at IBM, a student of computer science, a teacher of computer science at a community college, and a computer programmer at a hospital.

Ross - Daily Newspaper

Ross interviewed and spent an afternoon with a city hall reporter at a council meeting. interviewed and observed a chief copy editor at work and visited the following departments after interviewing their heads: sports, women's, financial, editorial, features, advertising, setting room, art, and circulation.

WEEK 4: Industry

Jim - Tool and Die Company

Jim toured the plant, observed each of its operations and interviewed the manager, the foreman, and the secretary.

Sheila - Dairy

Sheila interviewed a retail sales manager and a supervisor (accompanied each for one day), a home delivery salesman, a wholesale routeman, and an ice-cream truck delivery man, visited another dairy, and spent a day at a dairy farm.

Stew - Factory (Prefabricated Steel Products)

Stew worked for pay as a general helper who cleaned and stocked siding, and interviewed the personnel manager and a foreman.

Steve - Steelworkers' Union Hall

Steve attended a meeting of the Compensation Board, observed the interviewing of workers, helped fill out forms, interviewed the heads of the grievance committee, wage evaluation, and a recording secretary.

Ross - Agricultural College

Ross attended six classes related to agricultural science and interviewed the timetable and courses counsellor.

WEEK 5: Educational Institutions

Jim - College of Education

Jim spent four days commuting and attending classes with a former teacher who was taking courses at the college. He attended nine classes and interviewed a professor of geography and a professor of sociology.

Sheila - Secondary School

Sheila spent one day with each of an English teacher, a mathematics teacher, a sociology teacher, whom Sheila assisted, and a Grade 13 student, and interviewed a guidance counsellor and the principal.

Stew - Catholic Secondary School

Stew toured the school, interviewed the principal, the librarian, and the teachers of music, English, mathematics, and science, visited the staff room, assisted the teacher in a mathematics class, toured the science laboratories, and attended classes in French, music, English, machine shop, history, geography, religion, and science.

Ross - Elementary School

Ross spent five days in a class of Grade 2 and 3 children, and taught basketball, mathematics and science to small groups.

He interviewed the principal, and a teacher and visited the public library and downtown Hamilton with the students.

Steve - Cool School

Steve attended three regular and two French sessions, conducted a regular session and a discussion group, and interviewed four students, two tutors and a French resource person.

WEEK 6: Public Services

Jim - Society for the Prevention of Cruelty to Animals

Jim worked five days at cleaning kennels and destroying animals, and interviewed the kennel master, an administrator, and a kennel worker.

Sheila - Canada Manpower Centre

Sheila worked two days in the reception area, visited the testing area for an afternoon, "sat in" with two receptionists, telephoned clients for an afternoon, visited a branch office and interviewed the following: head of training, head of local initiatives program, treasurer of occupational training, head of occupational training, a counsellor, a department head, workers in the reception area, and the assistant manager.

Stew - Chamber of Commerce

Stew interviewed the director, attended a luncheon meeting of the Transportation Committee, spent much time reading material suggested by the director, observed the Chamber of Commerce of a small town, and interviewed the executive vice-president of that office.

Ross - County Court House

Ross attended two trials, visited the sheriff's office and interviewed a librarian, a secretary in Legal Aid, a special

examiner, an official receiver in bankruptcy, a registrar of deeds, a member of the Social Services Department, a road engineer, a court registrar, a court reporter, and a judge from juvenile court.

Steve - City Jail

Steve toured the jail, "sat in" during interviews at the Parole Board, spent a day with a counsellor at the jail and interviewed the captain of the guard, the director of the jail, a police inspector, and the director of the John Howard Society.

WEEK 7: Commerce

Jim - City Market

Jim toured the central market, a smaller market and two large grocery stores, and interviewed the manager of the market.

Sheila - Women's Clothing Store

Sheila sold clothing, wrote bills, worked with stock, observed the store in operation and visits by inspectors, spoke to salesgirls from other stores, and interviewed the manageress and five salesgirls.

Stew - Accounting Firm

Stew worked one day with an IRA student, a half day with a bookkeeper, a half day with an accountant, one day on payroll, and the remainder of the week on a confidential restaurant account.

Ross - Businesses on Three Commercial Streets and at a Shopping Centre

Ross prepared a detailed map of the area and interviewed four store managers, a waitress, two homeowners, a photographer, a customer, a butcher and several construction workers.

Steve - Bookstore

Steve observed the store in operation for two days and interviewed a salesperson and the manager.

WEEK 8: Finance

Sheila - Bank

Sheila observed the bank in operation for three days, researched a history of the Royal Bank, read promotional material, and interviewed a savings manager, an accountant, a manager, three tellers, a head teller, and a loans officer.

Stew - Credit Unions

Stew visited and interviewed the manager of seven credit unions, five loan companies, and a bank.

Ross - Life Insurance

Ross performed secretarial duties, underwent a self-teaching salesman training course, and interviewed three salesmen, two secretaries, the head of life insurance and a representative of the head office.

Steve - Real Estate

Steve interviewed the manager and a salesman at three real estate offices.

3. EVALUATIONS OF ROTATIONS BY COMMUNITY PRECEPTORS

WEEK 1:

All respondents to the questionnaire agreed to have students visit them again. Only the director of the Salvation Army stipulated that he would not allow anyone to accompany him on his investigations or emergency calls. Attitudes to the students were not constant, however. Sheila, on one occasion was treated simply as a student who "took careful notes" and

Stew was mildly criticized, although not on the questionnaire, for his lack of desire to attend a church service. More common were comments of commendation which, in essence, indicated that the students were seen as intelligent observers who "gained useful and important insight," and mature companions: "I enjoyed having Steve. He is a gentleman."

WEEK 2:

"Interested" best describes the students during their second week. The word refers to all students and appears, almost ad nauseam, on most questionnaires. Although Jim missed two days of a program that the director of nursing services at the Health Clinic took great pains to prepare, she was able to write, 'Jim came here with an open mind--I like his attitude.' Sheila, who seemed 'very eager to learn about our program,' was asked to send a copy of her report to the East End Health Unit, and the staff of the Catholic Social Services had a "very positive" reaction to a "genuinely interested" Ross according to the director.
In Steve's case, it was his tightly structured schedule that received criticism. Brief meetings seemed to be consistently frustrating to staff members at the hospital who often recommended full day, rather than one hour visits. Steve was praised for his ability to ask 'appropriate questions.' Indeed one registered nurse noted that "he asked relevant and interesting questions (more so than the nursing students, I'm afraid)."
Stew was found to be a "dependable" individual who 'attended promptly," "asked intelligent questions,' and was 'willing to take suggestions and kindly criticisms." The director of recreation at a lodge for the aged compared Stew favourably

to students from a community college. Because it reflects an opinion of Stew based on a full week, her evaluation is worth quoting: " ... He adapted to the residents immediately, not only to standard care people, but to chronic care and senile. He seemed to be able to keep busy even if we had not told him a specific thing to do...."

WEEK 3:

Again quotations (except in the case of Stew for whom there is insufficient feedback) provide an indication of how the students were received as visitors and as people. Jim was described as "interested" and his questions as of an "intelligent and mature nature." "It's difficult to get involved in one week, but Jim did exceptionally well" was the evaluation of another questionnaire. The copy chief made the following observations: "...Many of the students come to us with no interest in communication or advertising and find it boring (I'm trying to make a comparison). I could see that Jim was deeply interested on what was going on around him and wanted to get something from his visit. His assignment essay showed that the school was not just interested but deeply aware of the exposure these young people are getting. I learned as much as I could about your school and the practical approach certainly impresses me...."

Sheila was "very inquisitive," "did a fine job," and "used pointed to heart of the matter questions." Ross was described as "eager to probe" and "well prepared." It was suggested that in Steve's case (and this is by no means a criticism of Steve), more knowledge of computer technology would have been an asset.

WEEK 4:

Stew's work week at a steel products factory was viewed as a "good experience" by the personnel manager since an observer format usually leaves the student "sitting on the sidelines without any involvement." Response from the Steelworkers Union Hall was favourable to Steve. One member was pleased that "it was not just a note taking session" and that Steve "participated freely with me." Added to the appreciation of Steve's company and his "keen interest" was one member's pleasure in "having a forum to promote our ideas for learning." The manager of a dairy rated Sheila's visit as "average." He remarked that "a lot of notes were taken" but found "the student most vague in the questions asked or what use would be made of information offered" and added that "students should be instructed to converse freely and to leave their shyness at home." The manager of a tool and die factory found Jim's visit to be "beneficial." However, he was unwilling to have another student visitor and suggested a placement at a "larger business with a finished product so the student can observe the whole procedure in manufacturing."

WEEK 5:

A teacher whom Ross assisted at an elementary school wrote: "If they were all as open and wanting to learn I'd have them in my class each and every day. Ross really gave a lot to the kids, they learned and grew together for that week . . . if all your students performed as Ross did, there would be no need for change (in your program)."

The response to Jim's visit to the College of Education was

equally encouraging. An associate professor stated that Jim encountered "at the very least, a thought provoking experience because he was obliged to review some aspects of a system from which he had removed himself." A departmental chairman replied to the questionnaire with a letter which stated in part:

> He fitted easily and quickly into my classes and seemed to follow with great interest what we were doing . . . he asked a number of searching questions about what the aims and objectives of my course were--both for the students and for me; how my program fitted into the scheme of teacher preparation, etc. We made several observations on what he thought might constitute the value of the college's approach to teacher education from the standpoint of both prospective teachers and of their future high school students. We offered his comments in a gracious and pleasant manner.

Steve was commended for his ability to be "unobtrusive" when it was desirable for for his skill at asking "pertinent questions suggesting considerable insight into the operation of the school" Sheila was considered to be a careful observer who "graciously told the different classes about the school (Cool School) and answered many questions from the students."

WEEK 6:

Workers at the S.P.C.A. stressed that involvement, assigned responsibility, and the expression of the student's ideas were essential during student visits. The kennel master, while suggesting that students come on time, stated that Jim was "welcome here if he is looking for part-time work." Similar agreement to permit student visits was forthcoming from the personnel of both

the offices of Canada Manpower and the Chamber of Commerce. Because Sheila's "interest" was obvious, the assistant manager of Canada Manpower wrote that he would be "pleased" to have another visitor. In Stew's case, the assistant general manager of the Chamber of Commerce found his discussions with the visitor to be "very worthwhile" but, like the Manpower contact, suggested that the preparation of background information would be most useful prior to a placement. The extremely cooperative superintendent of the Hamilton Jail was "pleased" with Steve and wrote with satisfaction: "The student that took part in the program here at the jail did not do so as an observer but was inside the jail with the inmates to give him greater knowledge as to their problem."

WEEK 7:

That a definite program be outlined prior to a student's participation in the routine of an organization was recommended by both the manager of a book store and an accountant at an accounting firm. The manager of the Smart Set found Sheila to be "very interested, observant and willing to cooperate" and suggested that in the future a student should "become a salesgirl for the time period and attempt to share more of the responsibilities." According to the manager of the Hamilton Market, research prior to a stay at his office would have been invaluable to the student. With the above recommendations came only one stipulation, from the manager of the book store, that a return visit by a Cool School student would be contingent upon his suggested revisions to the program.

WEEK 8:

One resource person, the manager of a life insurance office, responded to the questionnaire. His letter said in part:

> The student was a pleasant person in our surroundings and seemed an avid reader and learner. He was most interested in our business and asked many questions. He seemed to know what he should get out of it but we did not know enough beforehand to secure better aids for him. Although he seemed interested, he might have learned more things pertinent to his course if we had had more information of the course beforehand.

The questionnaires mailed to the community preceptors were returned with a number of recommendations for alterations in the program. Some respondents suggested more involvement by students, longer visiting periods (two weeks), more background research (including visits to similar organizations), more structure (arranging appointments and establishing goals beforehand). Some preceptors felt the need for more student feedback during and after the rotation.

4. STUDENT EVALUATIONS OF ROTATIONS

Student feedback indicated that the demands made by the new type of situation and people encountered during the first week of rotations were of some concern. Students reacted less as persons observing or gathering information than as persons in an alien atmosphere. Actual comments made by the group are a useful means of appreciating the nature of a student's initial anxiety: "I was in a situation where nobody knew me"; "you had to persuade people to talk to you"; "I'd never been in a situation

like that before"; "you are alone"; "you have to handle yourself." Steve remarked that he was "very uneasy the first couple of days" and that "it even went so far as me having trouble sleeping at night."

After the second week a feeling of some security was evident. Several students in fact became critical of the arrangements made for their placements. Too rigid a schedule and "the formal processing" done of a visitor by an organization's members, both of which hampered a student's learning "more on his own," were criticized.

The first two weeks seemed to be a period of adjustment to people encountered, routines, pressure to keep appointments, appear interested during interviews, and to the need to handle a placement situation and many people of numerous character traits with some competence. Jim's remark is a neat summary: "You go till 4:30 . . . thirty cups of coffee . . . no cigarettes . . . you know how long a day is?" It should be noted that Steve "chickened out of going to see some patients" because he felt "squeamish," although with Stew he revealed great confidence in his ability to cope with a situation for which he was not prepared. Finally, there was a general air of uncertainty among the students as to what "exactly" they should do during visits.

After the second rotation (i.e., the Industrial and Communication phase), the attitude of Group C seemed to be altered, at least during group assessment of the two-week period. Suggestions about the lengthening of visits included the names of people or places to be visited in the additional time. Constructive suggestions about how available time could be

used--visiting factories as well as the union hall, patients as well as the medical staff--were made. The group continued to debate their ability to manage time but in a cautious manner. Thus a remark such as Stew's "I didn't hustle enough" went unchallenged by persons who still felt insecure about themselves in the new phase, who were too preoccupied with the newness of each placement (except Steve who began to think in terms of relating the union hall to the factory, and Sheila who seemed consistently curious enough to follow through leads), who seemed under pressure to prepare reports and essays, and who were covering up for their failure to make better use of their time. In some cases, like Steve's, insight occurred in retrospect. He wrote that he made "a discovery of a world, which until last Monday, I knew nothing about. I'm not too pleased with my performance this week. Now when I am writing this report I think of things I should have asked."

The fifth week of rotations required that each student visit an educational institution. Because the question of education was one of immediate concern to each group member, and because the placement of each student had an obvious relation to the activities of other students, informed discussion occurred with examples drawn from the students' experiences during placement weeks. Ross found his report on St. Charles School his "easiest" to do, and afterward Stew conducted a session on the theme "Why Go to Cool School" in conjunction with Steve's report. Ross and Sheila called it "the only good session like that that we've had." The frequent sharing and comparing of information carried over into the discussions about public services. Good questions were asked and curiosity was obvious. Suggestions for improvement

of the program, especially concerning use of time, were readily made.

5. EVALUATION OF WRITTEN REPORTS

After each week at an organization, the members of Group C were asked to submit a written report concerning their findings. An evaluation of the students' writing skills in these reports and in an essay which they wrote early in the phase follows.

STEW

Reports:

Stew's first report, written in a very casual and colloquial style, contained a number of impressions which were, as would be typical of Stew's writings, not substantiated by examples. In his reports and, for that matter, during his oral presentations, Stew implied a sensitivity to people and their needs. However, his failure to elaborate upon his observations, for instance in his second report, of jealousy between residents of a lodge for the aged, or the resentment of some residents of his presence, are both unfortunate and annoying.

Stew definitely required assistance with his grammar. Lack of agreement of subject and verb, incomplete sentences, improper punctuation, as well as difficulties in spelling, were evident throughout his writing. His rambling and conversational tone, which by the third and fourth reports had been corrected to a degree, and his use of vague expressions such as "things get going," could be attributed to a lack of effort as could his failure to use in his report all the information accumulated in his diary. It should be noted that Stew did write a good

account of how a television program is produced. By the fifth and sixth reports, the transitions between paragraphs had improved, although the purpose and unity of some paragraphs were not obvious, and the reports revealed an attempt at thematic unity. The pedestrian tone, the use of generalizations without example, the superficial treatment of perceptive observations, continued to be a difficulty for Stew. Stew never quite said what he implied in his reports and was not quite inquisitive enough, if one can judge from his remarks, during placements to derive more information.

Stew's seventh report revealed an improvement in punctuation, but the following difficulties as well: wordiness; spelling mistakes; use of vague and pedestrian words or expressions; an uninteresting conversational quality; some lack of explanation; unclear sentences and an overuse of certain words. His eighth report showed that Stew, though still incapable of an interesting style, could rectify some of these problems.

Essay:

Stew's essay, "Television and Its Effects on North American Society," began with rather pompous innuendo about "a few money orientated individuals" and dwindled into a discussion of one experiment and a series of generalities about advertising. It is difficult to determine how much reading Stew actually did for the essay, although four books were listed in the bibliography: Violence and the Mass Media, edited by O. Larsen; How to Talk Back to Your Television Set by Nicholas Johnson; The Great Time Killer by Harold Mehling; Television's Impact on Modern Culture, edited by William Elliot.

ROSS

Reports:

The first two reports written by Ross could be considered descriptive accounts whose "facts" tended to be accepted at face value and evaluated with a tone of innuendo rather than with careful consideration. Ross failed to follow through his own questions and tended to make grandiose recommendations about the Catholic Social Services without sufficient consideration of the information at hand. His style suffered from having too much information, grouped in paragraphs whose purpose was unclear. Although better organization of his reports was necessary, Ross did provide a clear account of the Hamilton Spectator during the third week. In the fifth and sixth weeks, better organization, greater skill in structuring paragraphs, and easier transitions from idea to idea and paragraph were obvious. Ross in his evaluation of the legal system raised a number of good points about 'flaws' in the judicial system. Although the questions could have been discussed at greater length, a new vigour in Ross's writing made the report an interesting one. Difficulties with punctuation and the occasional ambiguous sentence still required correction. A number of failings were evident in the final two reports submitted by Ross. His explanations were either vague in purpose or unclear. He continued to write, though less frequently than at the beginning of the phase, with some ambiguity and with errors in spelling and grammar. Furthermore, Ross seemed unable to probe the implications of his ideas and continued to promise more at the outset of a report than he could deliver in its ensuing text. A new vigour, nevertheless, entered his writing. Obviously he was making effective attempts to clarify the purpose

of each paragraph and to explain more coherently, and with greater detail, the concepts put forth in his reports.

Essay:

Ross used two essays in a book called The Responsibility of the Press for his essay and based most of his opinions on information gathered during his visit to the Hamilton Spectator. Entitled "The Effects of the Newspaper on Society," the essay was in truth a scattering of information, usually of only vague relevance to the main topic of the paper, and, as Ross agreed, a rather lazy effort.

STEVE

Reports:

Steve began by equalling Stew in his casual style, his habit of dropping clichés like 'neat guy," and his lack of adequate description. He appeared to be quite impressionable and failed to evaluate his experiences to any extent. Some insights into people were, as with Stew, implied rather than stated. Steve's accounts of the third and fourth weeks were, on the other hand, lengthy attempts to develop a writing style with the use of analysis and the creation of images. Both forceful and self-indulgent in his writing, Steve raised a number of interesting points, even if they tended to be less evaluative than evangelical, about the "monster IBM." Although the issues were not thoroughly examined, Steve did reveal, in his account of the union hall, a sensitivity about people and the organization. His style in later reports suffered from difficulties with punctuation, incomplete sentences, an occasional lack of clarity in making points, and

want of thematic unity. By the end of Phase III Steve's writing still indicated occasional difficulties in spelling and grammar, in a misuse of prepositions, in a carelessness with punctuation, and in a tendency to leave clauses dangling. However, there was much improvement in his work. Steve wrote with an ability to be detached while suggesting an underscoring of personal feelings, a caustic and witty tone, and sophisticated insights, though these were flawed at times by vagueness and the use of commonplace expressions. His command of formal writing had improved considerably.

Essay:

Steve wrote his essay, "Computers and Society," in a forceful style which carried the reader with its energetic contempt of computers. Unfortunately, the actual raison d'être of the essay was not obvious, and many of the points, though incisive, were not developed to a sufficient degree.

JIM

Reports:

Jim began with a fairly well written, if superficial, account of the Salvation Army. He controlled his material well but, in the first reports, failed to support his opinions with reasons. Occasionally his factual material did not quite hang together and some words were misused.

Jim, owing to his inability to master a working schedule, could not submit reports with regularity. When he produced several papers at the end of the phase, his writing revealed the following difficulties: frequent spelling errors; dangling clauses; lack

of explanation; ambiguity; a tendency to be terse and confusing; overuse of simple sentences; paragraphs with unclear purpose; incomplete sentences; and difficulties with transitions between sentences; and the structure of sentences.

SHEILA

Reports:

Sheila wrote a good account of Judaism even though her impressions tended to be those of the interviewees and not her own. She did research reading on her own, was aware that comparison, in this case between Rabbi Green and Rabbi Baskin, was possible, and comprehended the need for services at a community centre and synagogue. Her account of Bay-King Motors was well-informed and witty. By weeks four to six, Sheila's ability to explain the workings of an organization were enhanced by her command of a good deal of material, her ability to ask intelligent questions, and her sense of humour. Improper use of punctuation and a tendency to be vague, were occasional problems. Some evaluation of the great amount of factual data that Sheila had accumulated would have improved the quality of her reports. At the end of the phase, Sheila was by far the best writer of her group. Although marred by occasional vagueness, misplaced phrases, dangling clauses, and rare errors in punctuation, Sheila's writing revealed intelligence and an interesting sense of personal style. Sheila was especially adept at conveying her insights through the use of words that evoked delightful images for the reader, and at being both succinct and witty while conveying a great deal of information.

Essay:

Sheila has yet to submit an essay.

6. EVALUATION OF ORAL PRESENTATIONS

A brief description of the oral reports presented to the group members at the last session of reporting might provide some indication to the reader of the skills acquired by the students in Group C in this regard.

Ross: Insurance Company

Ross prepared a character description for each group member who in turn would assume the role of a client desirous of purchasing insurance. Ross sold a different type of insurance to each unique character and led what turned out to be intelligent discussion of insurance after each role-playing situation.

Jim: City Market

The failings that Jim revealed in his oral presentations throughout the phase were conspicuous in his last endeavour. He depended almost entirely on the group, as was often the case, to provide questions, indicated that his information was not extensive, and proceeded to show a typical lack of ability in unifying his data into a cohesive whole.

Steve: Real Estate

Steve's presentation was, in essence, a well-informed lecture punctuated by questions to and from the group. Steve's attempt to guide the group's questions was partially successful.

Sheila: Bank

Sheila's lecture was a well-organized effort which included use of the blackboard to emphasize specific points and an abundance of interesting historical information.

Stew: Credit Unions

Stew, acting as a credit union manager, used Ross as an individual who wanted to borrow money. The session was quite informative.

After a showing of the film, A Married Couple by Alan King, the group members assumed different roles--Jim as a clergyman; Steve as a child worker; Ross as a psychiatrist; Sheila as a marriage counsellor--to discuss the marital difficulties of Stew, who enacted the husband's part, and Barbara, a resource person in French, who assumed the role of the wife. Sheila and Ross were partially successful in their attempts to role play whereas Steve and Jim contributed very little to what turned out to be an otherwise lively session.

7. STUDENT EVALUATIONS OF THE PHASE

Sheila

The purpose of Phase III was first described as a means of utilizing skills developed in the previous phases. It is logical that the final phase should be the one wherein the students explore the community as a resource in its natural, or everyday, state. This phase could be described as the culmination of the course, perhaps the most exciting phase.

However, there were limitations when it was put into practice, and one of the most basic was time. Certain of the subjects were interesting, valuable, or complicated enough to require more than

a week....

Conversely, there are other organizations which do not warrant a week's observation....

While discussing time as a factor, it should be noted that at least one day is spent forming a relationship with the organization employees, and familiarizing oneself with the building, transportation, and locale. Any sort of questioning cannot proceed without such a basis.

Also included in time, is the time factor in the following presentation of information to the group. Presenting five presentations in a row causes a distinct lack of interest and attention to the last presentation. There should be a time limit to each presentation, in the interests of brevity and perhaps to inspire some methods of visual assistance to complement the oral presentation. The relevancy of a particular subject, or group of subjects, is also important. The aims or goals in the study should be fully known to the student both for himself and for explanation to the organization. This was obviously not done, as a common concluding comment was "Well, we didn't know exactly what you wanted."

Also the relevance of subject to education, whether for life or purely academic purposes, should be explained in certain areas. As an example, consider the subject of dairying--this was an interesting week, but one with a somewhat obscure purpose.

In conclusion, the phase had more merits than failings. The phase emphasized initiative, working alone, meeting and conversing with diverse characters, and discovering community services, their purpose and uses, and perhaps most significant, their people. Time budgeting and subject interlocking could be easily revised,

as they are but minor flaws in an otherwise valuable plan. Revision can be made by observing the tone of both reports and feedback on a particular organization, and by providing a lengthier time period in which to carry out the phase. As in any experiment, the maiden run was of trial and error.

Jim

The lack of sufficient time and its misuse are probably a major failing of Phase III. The somewhat tight time schedule poses problems in organization and sufficient digestion of information. The periodic misuse of time by students only creates more problems.

Another failing of Phase III can be attributed to occasionally poor organization of research weeks . . . students may find they are working on unrelated topics which heaped together in a day of presentations, causes confusion and a lack of interest.

Apart from these generalities, however, the basic failing of Phase III must be weighed on an individual scale. The conditions imposed by a tight schedule and the functioning of five individuals as a group, each relying on the other as an information source, makes individual performance an extremely important factor in the success of the phase. Failings in this respect can be attributed to the absent or unproductive student or students. Although this is to be expected, the degree of personal failing amounts to a large portion of group failure.

Stew

There wasn't enough time to do a lot of the things we should have done . . . the contact with the firm was usually made less than a week before we went there which brought about a number of

consequences. There was no time to get background information. Most of the places I went to I didn't know anything about and it's very hard to ask intelligent questions under such circumstances. I feel that most of the places I visited would have been of more benefit to me if I had known more about them.

Since the places we visited had only a week to prepare, sometimes there wasn't much for us to do, so the week was considered a waste. If they had had more time to prepare, the week would have been more valuable to them as well as us. This isn't true of all of the organizations, so I think it should be left up to the tutor to decide how much time is needed.

- the two weeks out, one week back, didn't leave us the time to accomplish some of the things we should have.
- didn't get to do enough actual work.
- not enough evaluation of each week.

The organizational failures are not as important as the group failings in acting as a group, helping out each other, honesty, communication, and effort.

Loss

Phase I should come at the beginning of the Cool School program. This would enable the participating students to apply the responsibilities and abilities to organize themselves learned in Phase IV to future phases. These things I found myself lacking in preceding phases. The emphasis on written work and presentations that seemed more evident in Phase III would also be valuable in future phases.

Phase III was by far the most interesting one I encountered at Cool School. I think that others would feel the same way.

The interest in learning that I developed in the phase was greater than the others. If Number III were made Number I I think that the interest in learning and the ability to learn would be carried through into other phases and thus more could be gotten out of them.

I think that Group C was rushed through this phase. More time spent, not necessarily in the field but back at the school would allow the group to get the most out of each learning experience. Probably one week out and two weeks back would provide enough time for an adequate analysis of each work week. In this situation more time could be spent on different aspects of the theme for a work week.

The third failure of Number III existed for me, and I believe the rest of the group, throughout the Cool School program--group evaluation of the group and individuals. If more time and energy were devoted to this aspect of group work, I feel that the individual would be more critical of his work and better able to look at his work through other eyes than his own. This would also develop the needed abilities to organize and present material in later work.

Steve

During Phase III our group was very splintered. Group involvement and group interaction were less than previously when, considering the situation, group participation needed to be greater. Why? There were five individuals going out to five different, yet at least slightly, related areas. Alone these areas were not worth much--the sort of high school information that one forgets in half a year's time. But if the individuals were to participate

in sharing and interrelating their information the studies lead to an understanding of some broader concept. Unfortunately we did this, at best, half way.

The stress on individual as individual, not as a group member, typifies the failings of Phase III. No sizeable failings were the result of the structure of the phase. Rather, the shortcomings were caused by individual peculiarities--lack of confidence, lack of discipline, preconceived attitudes.

My particular failing was lack of confidence. This hindered me a great deal in approaching people who might have proved very interesting. I also sometimes suffered mild mind-seizures which kept me from thinking of really good 'probing' questions. The prime example of these peculiarities in action is my first week with Father Sherlock. From both the point of meeting people and finding good information, that week was a dismal failure. For instance, I never ventured into a discussion about religion with him--I wasn't too sure of what to ask. I was introduced to many people, but that's as far as it went: an introduction.

The fact that we still had such problems reflects a failing of Cool School to accomplish what I regard as its most important purpose--the building of a strong, individual character.

By the time we began Phase III, a year and a half after beginning at the school, our working in the group should have had us prepared for the stress of this phase. The nervousness and lack of confidence I felt in the beginning of Phase III leave me wondering how much we accomplished along the line of our main goal. It wasn't until I got involved in the trauma of this last phase that I began to feel more confident in my abilities when approaching strangers. This was done without the help of the

group's other members, unless one could count their not criticizing me too harshly which (if it had happened) probably would have left me utterly discouraged.

We had no unifying purpose for all the different themes which we studied. We had a great chance to understand how some of the many facets of society interact. One thing we could have tied into this phase was the question of Canadian identity.

GENERALIZING FROM THE GROUP'S EVALUATIONS

As well as individual evaluations on completion of Phase III, a number of students' observations of a more general nature were recorded throughout the phase. The interview experience was considered highly beneficial for reasons ranging from: "learning to express oneself" to "learning to keep the interviewee interested with good questions" and "getting the interviewee to talk--learning to prod people with questions." Such obvious advantages at being responsible to oneself, learning to be punctual, developing new interests and acquiring knowledge on which one can plan a career, were mentioned as well as more incisive ones: "becoming aware of one's own insensitivity" and "I think I've finally gained the security to walk up to a total stranger and to ask him about what he does and to be able to learn from him. I find it much easier to talk to people now, though most of the talk is in the form of questions. With my new found ability to talk with people, I am able to learn a lot more about the various places I visit. It also helps me in my outside life. Now, if I could only relate to the people I talk to, things would be great . . . or would they."

Difficulties expressed centred around a lack of time to

complete effective interviews, student failure to pursue clues, restrictive scheduling, and being confined to one's dealings to "selected" people in an organization.

8. VARIATIONS ON A THEME

Several groups at Cool School have been exposed to the Phase III program. Some of their rotations are listed here to provide additional insight into the range of possible experiences:

EDUCATION

Ontario College of Art: Student utilized their library, read reports on administration and student constitution, attended a faculty meeting, interviewed the registrar, the assistant coordinator, the head of health services, information officer, four instructors and nine students.

English School for Immigrants: Student toured the school, attended eleven classes and a teachers' meeting, read two books on English as a second language, and interviewed the head administrator, seven students, and two teachers.

A Secondary School: Student attended Grade 13 classes, interviewed two students, the dean of women, the principal, and three teachers.

A Private School: Student observed different types of classes including Montessori, interviewed four administrators, eight teachers, the librarian and five members of the office staff.

MEDIA

Daily Newspaper: Student toured the building, observed the printing and typesetting room, and interviewed the director of

editorial training, the copy editor, the district editor, the police relations manager, the women's page editor, a photography lab worker, the distributing manager, the engraving foreman, and a police reporter.

Radio Station: Student worked in the copy department for three days, visited the news room, wrote two commercials for public broadcast, interviewed the staff of the copy department, the station manager, sales manager, and a salesman.

Television Station: Student interviewed a director and three staff members, participated in the televising of a hockey game, toured a mobile unit, and researched several broadcasting acts in the public library.

Centre for Culture and Technology: Student attended five lectures, interviewed Marshal McLuhan and two of his staff, and participated in a general discussion.

COMMERCE AND FINANCE

City Market: Student spent one day with the manager of the market, sold fruit at a stand for one day, spent one day studying comparative prices, and visited two markets in Toronto.

Advertising Agency: Student toured the production and art departments, attended sales presentations, worked in the market research department, and interviewed a production worker, an artist, a media worker, an accountant, a director, and a copyright manager.

Home Finance: Student acted as a married man involved in financial transactions. He visited ten organizations as a potential customer: finance companies, credit unions, real estate offices, insurance companies, and car sales lots.

CULTURE IN HAMILTON

Art: Student distributed questionnaires to six local galleries, spent two days at the Hamilton Art Gallery with the curator, phoned nine artists, critics, and teachers of art.

Literature: Student interviewed two members of the Hamilton Arts Council, a publisher, the owner of a book store, and two poets.

Music: Student interviewed the members of a string quartet, a symphony orchestra violinist, the president of the Music Teacher's Association, the manager of a jazz group, a music critic and composer, a folk singer, the proprietor of a coffee house, and attended the rehearsal of a symphony orchestra.

Drama: Student interviewed a university director of dram and members of a player's guild as well as attending play rehearsals.

In this section the composition of the student body as it was at the end of March 1976 is compared with that of students who have passed through the school, either dropping out, or going on to a successful adjustment to life outside the school. This description consists mainly of a comparison of the characteristics of these two groups at the time they entered the program, followed by a summation of the outcome and of drug use, assessed on the basis of our most recent knowledge. The category of "lost to follow-up" has been generally neglected in cases where the current status of an individual continues to be fed back via first-, second- and third-hand sources. In a few cases such knowledge was not available, and in these the outcome assessment is dated from the time the student left the program. Outcome categories are classified as follows:

1. Dropped Out, No Improvement. The program failed to compete with the former lifestyle (e.g., chronic drug use). The candidate left having made no appreciable or lasting improvements, or could not adapt to the demands of the program.
2. Dropped Out, Some Improvement. There were identifiable behavioural or academic gains, with improved ability to cope with life situations.
3. Good Outcome. The student realized that completing the

program was not an appropriate goal, and opted for a more suitable alternative. This might be for working, or for returning to the regular high school.

4. At College or University. This includes some students who entered college or university via the mature student test, without completing the entire Cool School program.

It is felt that this method of comparison has some predictive value in demonstrating what selection factors tend towards a good outcome or higher education. It could form a basis for future selection methods, or for some re-adaptation of the program.

It was encouraging to find that 42 percent of the males and 24 percent of the females progressed to a good outcome or to higher education, particularly when one recalls that up until then, failure had been a way of life for every student.

ADOLESCENT SERVICES

This service was introduced to Chedoke Hospitals in January 1975. Eighty-four percent of students now in school entered after this program began, but only about a quarter of those have left the school. It is not surprising, therefore, that the composition of the present student body differs in some respects from that of the group who have already passed through, as new selection criteria were introduced.

It can be seen from Table 1, Appendix 5, that students who left school after the introduction of Adolescent Services have not had as high a proportion of successful outcomes as those who left before January 1975. Obviously, many of the potentially successful "postintroduction" students are still at school; dropouts do not stay as long as those who complete the program or who achieve

the ability to re-enter high school or the working world and succeed there.

Other contributing factors to initial lack of success have been that programs for the different type of student now entering did not "jell" immediately; that at the same time there were a number of staff changes involving new tutors; and that more females than formerly were admitted. Historically, female students have not performed as well as male students at Coo' School--a higher proportion drop out with little or no improvement. Formerly the ratio was twenty-two males to ten females accepted; it dropped to fourteen males to ten females after initiation of Adolescent Services. Overall success rates can be expected to remain lower than before unless a program as well suited to females as to males can be devised, or unless selection procedures revert to a higher proportion of male students.

OUTCOME BY AGE ON ENTRANCE

In Table 2, Appendix 5, it appears that students who have left school are fairly evenly divided into five age groups: the fourteen- and fifteen-year-olds, the sixteen-, seventeen-, and eighteen-year-olds, and those from nineteen to twenty-one (there were a dozen or so students either over the age of nineteen, or below the age of fifteen). About a fifth of the 123 students who passed through the school fell into each of these groups. They are not, however, evenly divided by sex.

Those who were age seventeen at the last birthday have the best prognosis, with nearly 60 percent going on to a good outcome, to college, or to university. The nineteen-plus group shows the greatest proportion progressing to higher education, but not

nearly as many go back to high school, or adjust to work not demanding an academic training. The largest proportion of males enter either at the age of seventeen, or at nineteen-plus.

Dropouts without improvement are noticeably high in the under-sixteen age group. Since a third of the females who passed through the school were of the age of fourteen or fifteen, the possibility should be considered that they were accepted before they were sufficiently mature to benefit. But a high proportion of the females, nearly a quarter, were age eighteen on entrance; and the eighteen-year-olds also appear to drop out with only some improvement, or none at all.

OUTCOME BY THE LAST SCHOOL GRADE COMPLETED ON ENTRANCE

Of the fifteen students who had completed Grade 12 before entering the school, seven went on to college or university, and two more made a good postschool adjustment--a total of 60 percent. Chances of success declined progressively as the entry grade lowered. Students entering at Grade 7 (there were two), or Grades 8 or 9 did hardly half as well as those entering at Grade 10. Approximately 38 percent of students, both those now in school and those who have passed through, entered at Grade 9 or below.

A hopeful sign for female students now in the program is that they tend to be both older and in higher grades than their predecessors. Since higher ages and higher grades reached before entrance have been linked with a better outcome in the past, an improved success rate may be expected--if the "maturity" factor holds true for females as well as for males. (See Table 3, Appendix 5.)

PRIMARY PROBLEM ON ENTRANCE

Most candidates, of course, exhibited multiple problems. An effort was made to identify the most prominent one. In order of frequency as they occur among those now in school, these were classed as:

1. Adolescent Adjustment Reaction. A general diagnosis used to represent a failure to overcome one or more obstacles to normal adolescent development: an inordinate rebelliousness; an inability to reconcile parental values and directives; ineffective peer relations; an inappropriate self-image and so on. In some cases, suicidal gestures were symptoms.

2. School Phobia, Academic Frustration. Two kinds of student were included here--those with an intense aversion to a school environment, usually with psychosomatic symptoms; and those whose maturity, approach to education, or high level of intelligence interfered with their ability to profit from the regular school system.

3. Other Psychiatric Diagnoses. This included all diagnostic formulations other than adjustment reaction, ranging from acute reactive depression to schizophrenia.

4. Drug Use. This was selected when it outweighed all others in significance, and when none of the other categories seemed to explain its prominence.

5. Learning Disability. This included a small number of dyslexic students, as well as some who managed to progress through several grades, although seriously deficient in more basic academic skills. Such students were all males.

Regarding their primary problems, there are rather marked differences in the composition of students now in the program and

those who have passed through the school (see Table 4, Appendix 5). Drug use as the primary problem has dropped to half its former proportion, while school phobia or academic frustration has nearly doubled. An increase has appeared, too, in youngsters who have problems in adjusting to growing-up. (How far one of these problems contributes to the others is a somewhat grey area.)

Among students who have left the school, those diagnosed with drug use or with a psychiatric disability tended to do quite poorly; whereas those with adolescent adjustment problems or who were discontented with the regular school system had a 50 percent or better success rate. Students with school phobia and/or academic frustration did particularly well.

Especially among females, a far higher proportion now in Cool School enter with school phobia, academic frustration, or adolescent adjustment problems than was formerly the case. It could be assumed that female students currently in the program will do better than the earlier groups, since the school now seems to be selecting a higher proportion having the problems with which it appears most able to deal effectively.

FAMILY, PLACE OF RESIDENCE, AND THEIR EFFECTS

Fortunately, most of the male and female students, both those now in school and those who have left, lived at home with both parents when they entered the school (though many students changed their living situation while in the program). The study does not include a number of parental separations, divorces, and deaths which occurred after the candidate joined the school.

We say "fortunately" because living at home with parents--preferably both, but at least <u>one</u> parent or adoptive parent--is

associated with a better outcome, and particularly with prospects of going on to college or university. In fact, of those who progressed this far, twenty of the twenty-nine students lived with two parents when they entered; four lived with one parent, were adopted, or had a step-parent; only five lived in a foster or group home, or lived independently.

Of the 123 students who have passed through the school up to the time of this study, only ten of the females out of a total of forty-two have proceeded to a good outcome or to higher education. Of these, only three lived away from home. These were females of a mature age, two of whom lived independently, boarding or sharing an apartment.

In homes where the school-leavers made a good adjustment after the program, no problems of family alcoholism or mental health were noted in the histories, and no student living independently was below the age of 18 years. (See Table 5, Appendix 5.)

SOURCES OF REFERRAL

It seems probable that the students at Cool School had not enjoyed ideal relationships with their parents up to the time of their entry. And yet, an outstanding 67 percent who were referred by their own families progressed to a good or excellent outcome. This group showed the largest proportion going on to higher education, adjusting to a working life, or re-entering the regular school system with good adaptation.

Following family referrals at some distance, were the successful 39 percent who were referred by doctors and the 37 percent who referred themselves or came at the urging of someone their own age. This latter group, the self-referred, did make a better-than-average

progress to higher education, but did not do nearly as well unless they developed this goal and succeeded in reaching it. Worse still were the performances of those with legal referrals (recommended by court or probation/aftercare, often as a condition of probation), or by other social agencies, including school guidance and adjustment counsellors. None of these achieved more than "Dropped Out, Some Improvement." (See Table 6, Appendix 5.)

Family support, help from a doctor, or self-motivation produced a fair degree of success. Institutionalized pressure or guidance showed very little indeed. It is a little distressing to observe that Cool School is now getting a lower proportion of self-referrals and a much higher proportion of agency referrals than formerly.

PRIOR LEGAL INVOLVEMENT ON ENTRANCE

Among students presently at school, and among those who have left, 27 or 28 percent have a record of one or more convictions for juvenile or criminal offences. However, proportions have changed between the sexes--fewer of the females; more of the males at Cool School now have such records. (See Table 7, Appendix 5.)

Of the fifteen students now at school with prior involvement with the law, only two have actually been committed to a "reform" institution of any type. Not so with those who passed through the school; out of thirty-four convictions, fourteen had been institutionalized. Twenty percent of those with convictions progressed to a good outcome and/or higher education, as opposed to 43 percent of those without convictions. Oddly--though it is perhaps not fair to generalize on the basis of very small numbers--institutionalization after conviction seemed to have no particularly adverse effect on outcome. Both those who were sent to a

correctional or reform institution, and those who were simply let off with a fine, warning, or release into adult custody, did far better than the nine who were put on probation--though as a group, those with convictions did poorly. Actually only one female student with a history of conviction showed better than "Dropped Out, Some Improvement." She went on to a community college, in spite of having completed only Grade 8 on entry, being out of school for three years, and spending time in a reform institution.

LENGTH OF TIME SPENT IN THE COOL SCHOOL PROGRAM

It seems logical that students described as "Dropped Out, No/Some Improvement" stayed in the program for a shorter time than the others. It was interesting to see, even so, that the school managed to do <u>something</u> if a student could hang on for six months rather than three (on an average)and that this improvement persisted on follow-up as far as could be ascertained. (See Table 8, Appendix 5.)

The median amount of time spent at Cool School, excluding vacation periods, was three months for those who showed no improvement, six months for those who showed some improvement, thirteen months for those who made a later satisfactory adjustment without yet having reached higher educational levels, and fifteen months for those who entered college or university. The average time did not differ greatly from the median. The females who were eventually destined to drop out spent a month or two longer in the program than did the males.

The range of months spent in the school was great, as can be seen from the Table 8. A few managed to straighten themselves out in as little as three months; others were there for the

equivalent of three school years. This includes temporary withdrawals from the program, which sometimes occurred.

TIME OUT OF THE REGULAR SCHOOL PROGRAM AT TIME OF ENTRANCE

The time periods shown in Table 9, Appendix 5, do not include what would normally be vacation periods (e.g., thirty-six months out of school would approximate four years of schooling lost rather than three). For four male students, the time they had spent out of school could not be ascertained, and is shown in the Table as "Not Stated."

Students presently in the Cool School program have spent considerably less time out of school before entry than those who have already passed through it--indicating that their problems are being dealt with more promptly.

The eventual outcome was far better among youngsters who had been out of school for less than six months, or not all. Prospects for achieving college or university were best of all, however, for those who had been out of school for three or more school years. Apparently in the interval some growing-up took place; the student made a decision as to what he or she wanted to do in life, and entered with strong motivation. In such cases, a decision was made within a few months, either to drop out again (nearly all with at least some improvement) or to buckle down and complete entry requirements for higher education. None of this group settled for re-entry to the regular school system or to a steady working life.

DRUG USE PATTERNS ON FIRST ENTERING COOL SCHOOL

In a few cases, the use of some drugs could not be determined at the time the student became a candidate, or from reports after he

or she passed through the school. Percentaging has been based only on cases where it was possible to determine the extent of use with some certainty. (Table 10, Appendix 5.) "Use" categories are classed as follows:

None.

Mild/Occasional. Rare to moderate use with occasional defection.

Heavy/Habitual. Chronic and/or intensive use. This may also indicate the inability to cope with the drug--for example, hospitalization for "freak-out," charges of assault or driving while under the influence of alcohol.

It may be helpful to those not familiar with the use of drugs to describe the system of classification used here:

1. Solvents refer to such things as glue, aerosol propellants, nail polish. These are usually inhaled, not ingested. Use is in some cases estimated on the individual's general drug habits and may be under-rated. Its use is believed, according to other sources, to be more frequent in lower school grades and to be negatively related to age.
2. Cannabis includes both marijuana and hashish.
3. Hallucinogens are drugs such as LSD and other lysergic acid derivatives, peyote and mescaline. These are generally taken orally, though intravenous use is said to have increased.
4. Intravenous drugs are mainly amphetamines and opiates, usually injected. Use of barbiturates and tranquilizers have been put under this classification even if not injected, if they are taken other than as medically prescribed--that is, for the experience itself rather than as medication . . . abuse, overdosage.

5. Alcohol includes beer and wine, as well as spirits. A student who took a glass of wine at Christmas or at some particular festive occasion only would not be classed as a "user," however.

In general, the male students were the heavy/habitual drug and alcohol users. Exceptions here are the solvents and the intravenous drugs where sex differences in use do not appear striking and were not--as far as those now in school are concerned--a high percentage even on entry.

Either the selection process has changed with a view to eliminating drug users, or the use of drugs among students in the community does not present nearly such severe problems as it did at the time the program was initiated. A much higher proportion of those who have left the school were heavy or habitual drug users when they entered Cool School than is now the case.

Because certain sex differences in use appear, it seems best to describe drug use separately for each sex. However, one should be careful not to take certain contrasts between the entering male and female students too seriously. Aside from possible changes in screening procedures, the numbers of users of solvents, intravenous drugs, and (for the males) hallucinogens were small, and some of the results are probably determined by chance--a few more students one way or the other and the results could have been different. Female students are certainly showing an increased mild use of cannabis, hallucinogens and alcohol, but a decrease in heavy use; nor are they becoming heavy users of alcohol by way of compensation as the males seem to do. Comparing the entrance drug usage of current students with those who have now left school:

For the Males

1. Non-users of cannabis, hallucinogens, intravenous drugs, and alcohol form a higher proportion than previously. There is, however, an increase in users of solvents.

2. Mild or occasional users of solvents and of cannabis have increased; mild or occasional users of hallucinogens, intravenous drugs and alcohol have decreased.

3. Heavy or habitual users of alcohol have increased, but they have decreased considerably for cannabis, hallucinogens, and intravenous drugs. Heavy users of solvents are too few to form any reliable conclusions.

For the Females

1. Non-users of solvents, hallucinogens and intravenous drugs have greatly increased. This may be, as stated previously, the operation of a selective process; or it may be a reflection of the fairly well-authenticated view that females are more alert to medical complications and less inclined to risk-taking than males. During the past few years there has been great emphasis on the health hazards of drug over-use. This may have "taken" better with females than with males.

2. Mild or occasional users of cannabis, hallucinogens, and alcohol have increased in proportion, but have decreased for solvents and intravenous drugs.

3. Heavy or habitual use of all drugs has decreased. (Here again solvents are excepted, as this class forms such a small and inconclusive proportion.)

It seems that the group now attending Cool School presented fewer serious drug problems than their predecessors when they entered, with the single exception of alcohol use among the males.

Outcome by Change in Drug Use Patterns

It is evident from Table 11, Appendix 5, that successful adaptation to the program and a good outcome is almost totally dependent on dropping the heavy or habitual use of drugs and of alcohol. With the exception of the 3 percent who continued to use cannabis heavily, none of those who partially completed the program and went back to school or to steady work, or progressed to college or university, continued heavy use of any drug. A fairly substantial proportion continue to be mild or occasional users of cannabis and of alcohol; in fact, there are fewer non-users of alcohol than there were on entry, even in the two groups who could be considered to have had a successful outcome.

Among the present generation, the use of cannabis is becoming, so to speak, "socialized." That is, a mild or occasional user is probably no more open to the condemnation of his or her peers than is a controlled user of alcohol, and perhaps less so than a cigarette smoker. In general, with the group who has left the school, the progression has been that an initially mild user becomes a non-user, and the heavy users have cut their use either down, or out.

Even with those who dropped out, but showed some improvement, it can be seen that a fairly large percentage of heavy/habitual users have dropped such use and that this decrease in use has been maintained, as far as can be ascertained from follow-up. It is particularly gratifying to find that the initial 56 percent in this group who did not use intravenous drugs has increased to a substantial 76 percent of non-users.

LEARNING HOW TO LEARN

A STUDENT'S GUIDE TO COOL SCHOOL

A. Fatherly Talk

B. Major Features of the Program

C. The Cool School Log

D. Phase I

E. Phase II

F. Phase III

G. Phase IV

Adolescent Services
Long and Bisby Building
Chedoke Hospitals
Box 590, Hamilton, Ontario

March 1975

A. FATHERLY TALK

So you have been accepted as a member of Cool School. The first few weeks will be more traumatic than you might have expected. You will find it disappointingly difficult to get rid of the bad habits you have accumulated over the past years at school. Notice how many times a day you demonstrate your ability to seek refuge in excuses, to avoid responsibility for your own education, to show lack of sensitivity to the feelings of other members, and to wait for someone who will organize and hassle you.

Your most important task at first is to contribute to the formation of a successful small group. It will take a while to learn the skills of being a member of your tutorial group: shared participation, honesty, constructive criticism, and responsibility for each other. Once you realize that the program is designed to help you meet your goals you will find it easier to make yourself open to evaluation so that your progress can be more rapid.

Most members are trying to attain the equivalent of high school graduation in a considerably shorter period of time than the standard school system would permit. For them, Cool School is a full time job requiring maximum effort. It is possible to do very little, but graduation may not occur until 1987.

In our experience, progress at Cool School depends largely on how successfully you are coping with your personal life outside the school. Your tutor can help in advising you about effective ways to identify and solve your problems so that they don't become excuses for poor performance.

Cool School does not play parent, principal, or policeman

for its members. It is expected that you are capable of acting responsibly in relationship to your own best interest and those of the school. This includes the awareness that care of the house, your meeting room,. equipment, and books are our responsibility together.

You will save a lot of time and sorrow if you periodically discuss the goals and methods of Cool School with your group. It is useful to read appropriate sections of this guidebook aloud, often.

B. MAJOR FEATURES OF THE PROGRAM

a) The emphasis is on learning rather than on teaching. The methodology of effective learning is a skill that must be learned. As you become proficient in self-learning you will become more and more responsible for your own education.

b) You will function as a member of a small tutorial group, not a large class.

c) Learning is not oriented to traditional subjects. All relevant aspects of a topic are dealt with at the same time, e.g., while learning photography it is appropriate to study the physical properties of light and lenses.

d) As much as possible, block programming is done so that students may immerse themselves in one area at a time without the distractions of a number of conflicting subjects.

e) Students take part in community activities and utilize community resources rather than duplicate them in a school setting. The school functions as a home base.

f) The tutor acts as "trainer" of his small group. His role is to organize, advise, and stimulate. Rather than being an

expert in subject matter he is also a learning member of the group. His expertise is in method rather than content.

g) Resource persons are volunteers who bring specific skills to the program. Community preceptors accept individual students on a short-term "apprentice" basis during Phase III.

h) Rather than the didactic presentation of facts, the learning process focusses on problem solving and "spin-off" projects following individual interests.

i) Evaluation is an ongoing process intended to help you increase your effectiveness. Daily performance in seminars and projects provides feedback. Your log records all learning experiences including books read, films seen, papers written, etc. At a weekly meeting with your tutor, progress is evaluated and recorded in the log together with short range plans and recommendations. You must learn to be your own judge and jury.

j) Progress depends mainly on the degree of your involvement and is not closely related to your age or amount of previous education. It is possible to progress at your own rate.

k) Growth in social skills and self-esteem are valid goals for the education process. The group process should function to develop openness, sensitivity to the needs of others, honesty, and relaxed participation. A good group is stimulating but safe.

C. THE COOL SCHOOL LOG

The keeping of an effective log is a major part of your learning experience. For those who depend on the recommendation of Cool School to enter postsecondary education it is important to establish that the member has:

a) control over a body of information and ideas;

b) the ability to be responsible for his own education;

c) a reasonable hope for success in the program.

In the absence of tests, report cards, graded term papers, honour rolls and other bureaucratic criteria, your log gives you a method of evaluating yourself periodically. It also forms the basis for seeking advice from your tutor and group as to how well you are progressing toward your goals. This record of your education is the crucial data we will use to support your application to college or university.

In the log, make your entries as detailed as possible. You won't remember what those few cryptic comments mean a year from now. Books should be recorded in proper bibliographic form. If you've completed a project, give its title. If you've had a learning session, state the subject covered.

An example of a good log produced by a Phase I student is enclosed.

At the weekly group meeting, use the log as a reminder of group progress for the week and report on successes as well as make recommendations as to how the program can be improved. Activities that other members of the group have not been in should be reported for their edification. This session should not be a Royal Inquisition, but a learning session for all.

At your private weekly meeting with your tutor use the log

as the basis for your personal progress, compare evaluations, and make plans for the coming week. The format of your meeting should include:

1. OLD BUSINESS

Receive previous assignments with comments.

2. REVIEW PAST WEEK

a) Check each goal and record if accomplished or not.

b) Compare time budgeted with actual.

c) Examine log entries, recording comments.

d) Turn in any assignments.

3. PLAN NEXT WEEK

a) On the basis of last week's performance establish number of hours to be devoted to education. Remember: <u>There are 168 hours in a week</u>!

b) Consider imcomplete goals from last week.

c) List your goals in specific terms.

<u>Goals should be</u>: (a) realistic in relation to time available and competence of the member; (b) stated clearly on the log form; (c) so described that it is possible to decide whether goal has been met or not.

Goals are usually worked out in three stages:

1) <u>General</u>

e.g., "I want to increase my reading ability."

2) <u>Specific: Long Term</u>

e.g., "I want to be reading at the rate of two books per

week by Christmas."

3) Specific: Short Term

These are usually one week steps on the way toward a long term goal.

e.g., "I will write a 500 word review of Hesse's Demian this week. There will be NO spelling or punctuation errors in it. It will be typed, but not a clean copy."

d) Allocate time to each goal.

e) Confirm that goals and time are firm commitments.

f) Swear a mighty oath that you will keep a daily diary and log entries.

g) Make appointments for next week's log session and any intermediate meeting.

COOL SCHOOL LOG (SAMPLE)

NAME _____

Week Ending 14, February 1975 Phase I Group Q

Time Budget:

Planned 26 Actual 39 Meetings 11 1/2 Total 50 1/2

This Week's Goals

Look up information in dream interpretation. 5 hrs.

Begin reading Demian by Hermann Hesse and taking notes. 5 hrs.

Look up information on photography. 3 hrs.

Read I'm OK, You're OK. 6 hrs.

Sketching. 2 hrs.

Typing practise. 2 hrs.

Write up notes for essay on mysticism. 3 hrs.

This Week's Accomplishments

1. Read part of Jung's book on dreams. Very interesting. I took notes. 5 1/2 hrs.
2. Read Demian, but I did not have time to take notes. Also read an essay on the book. 7 1/2 hrs.
3. Looked up information on Light and Film in Photography. Read The History of Film. 2 hrs.
4. Read 100 pages of I'm OK, You're OK. Found it getting boring and repetitious. 3 1/2 hrs.
5. Sketched. I really enjoyed it. Learned a lot about face shading 4 1/2 hrs.
6. Typed for only ... 2 hrs.
7. Wrote up notes on mysticism. This took a lot of time because my notes were scattered. 4 1/2 hrs.

I have shown most progress in: My research skills are improving.

(I've been able to concentrate on books that I'm reading, except for I'm OK, You're OK, which was very repetitious.)

My weakest area is: I'm not getting enough time to write down my notes or thoughts. I have been too slack in my writing. I should have included some writing in my goals. Thus I must plan my goals more carefully.

Tutor's Comments:

The valuable comments that you put into your log indicate that you are capable of evaluating. However, you have been lacking ~~in~~ from evaluating others. Your "Group Meeting Report" said your contributions in the group could be more substantial and constructive. You seem to be using your time more and more effectively, although writing might take a more prominent place.

Tim

SUMMARY OF THIS WEEK'S LEARNING EXPERIENCES (SAMPLE)

(Use proper bibliographic form)

Books Read:

1. Demian - Hermann Hesse - Granada Publishing Co., England, 1969.
2. Read the chapter "The Gospel of Demian" in The Novels of Hermann Hesse. Ziolkanski - Princeton University Press, 1965.

Films Viewed:

1. Richard III - I should have read the play or something on the history of Richard III before. I would have understood it better.
2. Black Orpheus - I really enjoyed it. I could relate it to mythology.

Tapes Audited:

1. Dreams and the Dreamer - It had some really good points.

Writing and Projects:

I wrote out my notes on mysticism for the people that missed my presentation on mysticism.

Other Learning Experiences:

I read "Cain and Abel" in the Bible.

I read Mating dances of the 1970 Teenagers.

I learned about the camera and the darkroom.

Group Progress Report:

This week for both meetings, once again not everyone was here. It hindered us on Thursday afternoon. Thus we should plan ahead, so that if people are missing it won't harm our progress. On Tuesday, we had two good presentations, but on Thursday we got off to a slow start. We should be better organized.

Evaluation of My Participation:

I must learn not to interrupt conversation. In doing this I also miss what the person I interrupted was saying.

Week ending 14 February, 1975 Name _____ Group Q

	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00							
9:30							
10:00				in session -			group
10:30				presentations	finished	read essay	discussed
11:00				on Beneath	Demian	on Demian	logs, planned Group
11:30				the Wheel and			Evaluations,
12:00	read	typed using		Gertrude			discussed
12.30	I'm OK	drill book					Hesse novels.
1:00	You're OK		read Demian		grammar		read Light and Film in
1:30					read Jung's	group	photography
2:00		rewrote notes			book on	discussion	
2:30		on mysticism			dream interpreta-	on modern society	
3:00					tion		log meeting
3:30							
4:00						listened to tape Dreams	
4:30						and Dreamers	
5:00		sketched			2 hours	3 hours	
EVE		1 hr. notes on mysticism			sketching	sketching and log	

SUMMARY

IN SESSION	11 1/2	PREPARING PRESENTATIONS	30 1/2	WRITING	1	MEETINGS	1/2
Evaluation	4	Reading	19 1/2	Logs	1	With Tutor-Log	1/2
Presentations	5 1/2	Writing & Organizing	4 1/2	Reports	0	Academic	0
Group Process	5 1/2	OTHER READING	0	Other	0	Individual	0
French	0					Other	0

Group Resource Area 0 Other Learning Experiences 7 Total 50 1/2

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D. PHASE I

This first phase of the program is designed to provide experience in all forms of communication and so give a basis for the subsequent phases as well as for postsecondary education. The amount of time required depends on the previous background and skills of the student.

GOALS

1. Develop skills in critical reading, creative writing, listening, and verbal expression.
2. Gain experience in the use of audiovisual means of communication.
3. Explore art and music as means of communication.
4. Develop responsibility for your own education and the success of other members, learn to evaluate your own progress, learn to work with others, develop responsibility for the care of the house and the growth of the program.

METHODS AND EVALUATION

READING

Activities Available	Evaluation
1. Studying the novels of Hermann Hesse.	1. Careful recording of time studies will show increases in speed and volume of reading.
2. Reading aloud poems and plays.	2. Improvement in comprehension will be demonstrated in group discussion and in critical writing.
3. SRA Lab.	
4. Speed reading course.	

Activities Available

5. Reading and discussion of newspaper articles.
6. "Brown Envelopes" are collections of tear sheets from magazines which are divided among the group. Individuals are given a period of time (15-20 minutes) to read an article and prepare a 3-5 minute summary for the group. When the group reconvenes, each person gives a presentation followed by discussion. A fringe benefit is that they may lead to spinoffs.

Evaluation

3. SRA lab and speed reading course have built in evaluation to show progress.
4. Particularly early in Phase I it is important to spend some time at each meeting allowing each member of the group to read aloud. As well as developing reading skills this helps to decrease anxiety about speaking out in sessions.

WRITING

Activities Available

1. Keeping a daily diary.
2. Production of a weekly log.
3. Journalism unit.
4. Production of:

a) Reports: any original form of written information. In style, they have

Evaluation

1. Logs

By the time a student has completed Phase I, he is producing acceptable logs synthesized from a diary, on a consistent basis. He budgets at least 20 hours worth of

Activities Available

a resemblance to newspaper news stories.

b) Criticism: examples of critical writing are reviews (books, films, and plays), interpretive reports (information is shared, but also judged), and editorials (read your newspaper). Critical writing generally involves the ability to formulate a sound opinion, to express and support it logically with available evidence.

c) Research: This indicates the student's ability to retrieve, select and organize pertinent data from libraries, textbook indices, and other sources. Research essays also provide an introduction to formal writing styles required for postsecondary education.

Evaluation

goals each week and has a good record of successfully meeting all commitments. He can define goals clearly and in behavioural terms: i.e., not "do some writing," but, "to produce an essay on a Freudian Interpretation of the Magic Theatre in Hesse's Steppenwolf." All learning experiences are thoroughly, but concisely documented, and a degree of insight into his and other members' progress is evident. He types his logs.

2. Creative Writing

All submitted written work is read and commented upon by tutors and/or resource persons. Extensive and detailed criticism is offered to students who are willing to rewrite their work.

Progress can be witnessed in any improvements in spelling, vocabulary, word usage, punctuation, syntax, organization, cohesion, and clarity. Advice

Activities Available	Evaluation
5. At the beginning of the phase the typing skills of each member should be established. Self-learning programs should begin so that each member moves as rapidly as possible to having logs and assignments typed.	on techniques for editing and proofreading one's own writing should be provided by the tutor as he evaluates the work with the student. Tutors, resource persons, and other group members can be consulted to help the student assess the degree of his mastery in each of the various writing forms. Improvement may not be noticeable to the student or tutor unless at least one piece of written work is submitted for evaluation each week.

LISTENING

Activities Available	Evaluation
1. Participation in seminars, group meetings, house meetings. 2. Listening to and discussing audiotapes. * 3. SRA Lab "Listening Skill	The student's ability to listen effectively is often demonstrated by how well his ideas relate to what the person before him has said. Is he waiting for everyone

Activities	Evaluation
Builders" and "Listening Note Taking Skill Builders."	to shut up so he can say his piece, or is he genuinely interested in other people's ideas? Retention of information, eyeball contact and note-taking are some indications of a group member's ability to listen.
4. A sequence of happenings in music followed by projects exploring music as a means of communication.	Listening ability can be tested by a simple playback exercise: TUTOR OR GROUP MEMBER: "John, what did Fred just say?" JOHN: "Stay out of the river if you can't swim." TUTOR OR GROUP MEMBER: "Is that what you said, Fred?" FRED: "No, I said a man can never step into the same river twice."

*Listening to Audiotapes

Early in Phase I select a tape for group listening. Goal: How to listen to a tape. Play the initial minute or so, then stop the tape. "What do you think of the speaker? What do you think he looks like? Is his voice easy to follow? Are you interested in the subject yet? What approach do you think he

is going to take?" Continue using a stop and go technique, ensuring that the group interacts with the tape.

Talk about the poor retention of purely auditory learning and how it can be increased by:

a) stop and go and discussion (or thinking about what you have heard if alone);

b) note taking or doodling;

c) producing a summary or outline at the end from memory;

d) having a list of questions available, the answers to which may be found on the tape.

Assign a tape to each member who will produce a one page "advertisement" for the tape which will:

a) identify the tape;

b) lure the reader into listening;

c) ensure better retention of content. For example, "After hearing this tape you will know the average price of wheat in Bulgaria, the causes of the Bosnian Uprising, the name of the fattest numismatist in Mauritania, whether animal husbandry is forbidden in the Old Testament."

SPEAKING

Effective speaking skills, when applied to small group learning, take on a meaning that few people would anticipate. In a group, listening and speaking skills are bound very closely, and one cannot be said to have really mastered either without the other. In discussions, a student's contribution is bound to be off-topic unless it relates to what he has heard someone else say.

Being good at speaking in a small tutorial group does not merely involve being able to carry a conversation. It requires

concern that what you are saying has some value to other members as new information or as explanation to help solve a problem the group is working on. Since personal problems and excuses for poor performance fulfil neither of these functions, they have no place in group discussions.

Tutors and group members should frequently discuss the nature of verbal interaction within the group. In a healthy group, everyone contributes in identifiable ways to both discussions and decision-making processes, and everyone's ideas are both heard and considered. The breakdown of this process is one of the most destructive things that can happen to a group.

In Phase I groups, frequent seminars and presentations, carefully evaluated, help everyone to develop speaking skills. Envelopes of magazine clippings and other sources of input used to develop discussions are only valuable if people are willing to share ideas, questions and opinions about the material. Resources such as the videotapes, Twelve Angry Men, and material on transactional analysis provide a language and example of types of interaction to assist group members in assessing their verbal contributions.

A variety of activities should be explored such as impromptu speeches, role playing, interviews, press conferences, and formal debates.

SEEING

Activities	Evaluation
1. Study of films. Catalogues are available of films which may be ordered for group use.	Most students on entering Cool School are unable to communicate observed stimuli

Activities	Evaluation
See and discuss. 2. Exploration of some aspects of art. 3. Introduction to photography, including developing and printing. 4. Develop visual skills by careful observation of people (faces, clothing, mannerisms) groups, nature.	in spoken or written language. The sort of uncritical comments that are often heard are: "It was (neat) (beautiful) (nice) (o.k.) (interesting)." Such language does not denote with any degree of precision the value of a visual experience. The Phase I experience should develop skill in being able to discuss visual media critically, comparatively, and in some depth. The photographic experience will familiarize the student with elements of composition, visual statement, and mood creation.

RELATIONS AND BEHAVIOUR

As well as personal growth in academic learning, the Cool School program provides the opportunity to learn a great deal about yourself and others in a small group setting. How you have dealt with situations in the past gives some clues as to how you will perform at first in Cool School. If you have consistently copped out in difficult situations, that will be your initial

response in your small group.

Activities Available

1. A weekly group meeting to discuss the activities of the past week, plan for the next activities, and discuss small group dynamics.
2. Weekly consultations with your tutor.
3. Keeping a careful diary of your learning experiences each week.
4. Analysis of Hesse's novels in terms of relations, behaviour, and growth.
5. The study of transactional analysis is an interesting and useful activity, especially for new groups. An introduction to this technique provides a new vocabulary to describe interactions in the group and to help understand them. You can read I'm OK, You're OK, study the duplicated summary, view an excellent slide/tape show, or listen to

Evaluation

How well a group and tutor are dealing with behavioural problems is always indicated by group dynamics: Are people open to evaluation, or are they defensive about their behaviour? Can everyone explain what is meant by group dynamics? Is one member the object of everyone's (expressed) (repressed) hostility? Do people want to be evaluated? Is criticism offered in constructive ways? Is one member's behaviour given as an excuse for everyone's poor performance?

A person's readiness for Phase II can be determined in behavioural terms by his explanation of how he has grown in openness to evaluation and in his willingness to evaluate others fairly.

Students who are genuinely

Activities Available	Evaluation
an audiotape outline of the book.	interested in improving their ability to relate to others are very concerned about producing insightful logs and diaries. Logs are used in small groups to help all members evaluate their performance.
6. Taking your turn as group representative at the weekly house meeting.	The way a student reports at the weekly house meeting gives some indication of how he is performing in the group. It is typical of members who are themselves behaving poorly to be harsh and unfair in their judgements about other group members.

GADGETS AND RESOURCES

Early in your career you should learn how to operate:

- movie projector
- 35 mm projector
- film loop projector
- cassette recorder
- ditto duplicator

Our sound studio and photographic dark room contain specialized equipment. Each member must be checked out before

using them independently. In each of these two rooms a utilization log is kept. The care and protection of our equipment is very important.

New members should learn how our own books are catalogued and how to use public libraries for research. This is the time to establish effective habits in:

a) the care of books;

b) the prompt return of borrowed books to libraries;

c) the use of proper bibliographic form (on your logs as well as your assignments);

d) the use of indices, card files, and bibliographic sources.

RESEARCHING AND WRITING A PAPER

1. Check your assignment for the specific terms of reference. The coverage of the topic in your paper must be neither too narrow nor too broad.
2. Consider the most adequate and available sources of research. These include: magazines, periodicals, encyclopedia, reference books, textbooks, data banks, library books, newspaper morgues, clipping services, specialized libraries, interviews with specific authorities at universities and in the community, record halls (government--municipal, provincial, and federal), published and unpublished papers. In exploring resource areas, it is helpful to use the "inverted pyramid approach" going first to the most general resource, then moving to the most specific, i.e., encylopedias to textbooks to reference books to articles.
3. If you are having difficulty finding what you need, be charming when you ask someone else, like a librarian, if she

can think of another research source.

4. When scanning material for potential use, read the title, index, or sub-headings in the front; and if you are still not sure, read the introduction and maybe skim the first few paragraphs. Don't waste time reading irrelevant material. If it is interesting, you can return to it when the paper is finished.
5. If the data are your own, underline the pertinent information as you read. If they belong to someone else, xerox the pages you need or take notes. Keep track of your sources; you will need them for the bibliography.
6. Before you begin writing, assemble and evaluate all data. This can be facilitated by recording each major point or issue on file cards and rearranging the cards until you find a satisfactory and effective structure of sequence. If you have coincident points of view from a number of sources, arrange them in an order that will present a convincing argument. But take care to avoid redundancy; each idea must be at least slightly different. If there are conflicting viewpoints, you may want to play them off against one another; however, caution must be exercised to avoid confusing your reader. Make sure that a decision is reached.
7. All ideas must be attributed to their rightful origins. You may paraphrase a passage, or if the selection you want is shorter, use a direct quote. Except under special circumstances, a direct quote should not be longer than one paragraph. To attribute ideas, use the author's name and data of publication or "n.d." (no date). For example, you may want to lead into a quote by writing .... In a critique

entitled "_____," Bertrand Russell (1961) states: "_____." Your bibliography would then read: Russell, Bertrand (1961), title of book, publisher, city and country published, specific pages.

8. Some papers require only organized research, in which case, there will be no allowance for your interpretation. Others will by nature allow for your independent evaluation of the data at hand. You may decide to include your opinions and draw conclusions as you present the facts in the paper. You have also the alternative of assembling the data from outside sources, and reserving your judgement to a section at the end, "Summary," "Evaluation," "Recommendations," etc.
9. An introduction may or may not be required. If needed, it could serve to offer the reader some necessary background on a topic that is outside his probable area of knowledge. It may generally introduce the paper's terms of reference and set the pace for understanding the remainder of the paper. It could point out interesting but incidental aspects of the data used. As the most creative and unstructured part of the paper, a good introduction can add immeasurably to the interest generated toward the rest of the paper.
10. If a paper is going to be longer than a few pages, break it up with subheadings. If it is typed and double-spaced it will be legible. Spelling and grammatical errors are atrocities, and an insult to any intelligent reader. Aim for varieties of sentence length and structure. Connectives and introductions to quotes should be smooth and varied also.
11. When you think you have finished, go back over the paper and tighten your copy; get rid of redundancies, and eliminate

awkward or wordy phrasing. Sometimes it helps to read the paper aloud or let someone else read it to you.

E. PHASE II

Literally, every group has used a different approach in designing their second phase. In particular, Unit 1 may be done by a heroic in-depth study of only one subunit, by a selective exposure to each, or by the invention of some other combination of approaches.

Unit 1: Time, Space, and Mind

A: Countries and Concepts

B: History of Ideas

C: Total Immersion

Unit 2: Canada

A study of the Canadian identity as revealed in our literature.

Unit 3: The World of Science and Mathematics

UNIT IA: COUNTRIES AND CONCEPTS

In this approach, each member of the tutorial group chooses one country to study in depth. It is advisable to choose countries that have a relatively long known history, available literature, and represent a broad geographical distribution. Some countries that have been used successfully are: Russia, Italy, China, Mexico, Japan, India, Egypt, and Israel.

The student then serves as a resource person to the group when they meet to discuss general concepts. Each student is

responsible for the preparation of a series of projects relating to his/her country. Topics might include:

1. The Peoples of the World

Goals:

1. Understand the basic principles of human evolution.
2. Understand the biological basis of concepts of race.
3. Study the appearance of living peoples in your country.

Learning Aids:

- Slide shows on evolution and fossil man.
- Books on race.
- Slides of physical types.
- Audiotapes on prejudice.
- Films: Black and White in South Africa; The Eskimo.

Activities:

- Debates on race and revolution.
- Discussion of audiotapes.
- Survey of current literature on prejudice.

2. Prehistory and Human Origins

Goals:

1. Understand the basic methods of archaeology in discovering man's prehistory and progress.
2. Learn the origins of the peoples of your country.

Learning Aids:

- Man Makes Himself, by V. Gordon Childe.
- Topic box on prehistory.
- Films: Beginnings of History; The Roman World.

Activities:

- Study casts of fossil man.
- Museum field trip.

3. The City

Goals:

1. Understand how and why cities evolved and explore urban problems.
2. Gain an introductory appreciation of architecture.
3. Study the architecture and living patterns of your country.

Activities:

- View and discuss the films: A is for Architecture; the Mumford series on The City; Angkor; City out of Time; Family House; Coventry Cathedral.
- Design a model city.
- Present travelogues of major cities in your country.

4. Government

Goals:

1. Gain an understanding of how governments have developed.
2. Study the distinctive aspects of the government of one country and compare it with those of others.

Resources:

- Film series on the Commonwealth of Nations.
- Film series on the U. N.
- Audiotape: The Day Queen Victoria Died.
- Debate on the relative merits of: democracy and dictatorship; U.S. vs. British style of government; colonialism and communism.

5. War and Revolution

Goals:

1. Understand the roots of violence.

2. Study the factors leading to wars and revolutions.

Activities:

- Discussion of the following films: America; V was for Victory; War; War II: Total War; Warsaw Ghetto.
- Study the multi-media box on World War II.

6. Art and Music

Goals:

1. Gain an appreciation for the art and music of the countries being studied.

Activities:

- Develop a slide collection of the art of your country.
- Produce a cassette tape introduction to the music of your country.

7. Religions of the World

Goals:

1. Gain an understanding of comparative religion.

Resources:

- Audiotapes: What Is a Jew?; Israel: People and Land; Cycles in Buddhist Philosophy; Passion of Mysticism; The Watts Tapes; The Occult.
- Films: Four Religions; Hutterites; Bar Mitzvah; The Holy Land; Monastery.

Activities:

- Visit local churches and interview clergy.

- Role play important figures in religious history and hold a press conference.

8. Language and Literature

Goals:

1. Gain an introductory knowledge of how language has developed and how the language families of the world are classified.
2. Survey the literature of the country you are studying.

Audiotapes:

- National Character; Marshall McLuhan; The Language of Modern Quebec; Lend Me Your Ears; Henry Lee Smith's program.

Produce:

- A ditto outlining the major literary trends of your country.
- An audiotape sampler of the literature of your country.

Other Activities:

- Produce a scrapbook of clippings relating to current events in your country.
- Summarize the chronological history of your country in a wall chart.
- Have a banquet based on the foods of your country, made by you.
- Review the world today using Atlas of World Affairs by Andrew Boyd, supplemented by discussion.
- Develop a multi-media resource box for your country.

UNIT IB: HISTORY OF IDEAS

The seven volumes on The Spirit of Western Civilization provide

a historical framework for the history of ideas presented by original writings of each era. These are read independently and together, studied and discussed by the group. Spinoffs are encouraged, to explore other writings by authors represented or to follow in more depth ideas of interest to individuals or the group.

1. Spirit of the Classical World (Greece and Rome)
2. Rebirth of Learning (1st twelve centuries)
3. Sacred and Secular (1200-1500)
4. Separation and Reconstruction (1500-1700)
5. The Enlightenment (18th century)
6. Romanticism and Evolution (19th century)
7. Crisis in Meaning (20th century)

During each era, individuals are responsible for correlating each of the following aspects of the era being studied:

a) The changing map of the world: geography of the countries being studied; geomorphology as it affects history; climate and agriculture; political divisions and shifts in population.

b) Chronological history: constantly placing the readings in their historical context, politics, wars, personalities.

c) Art and architecture: sculpture, painting, crafts; styles and techniques; development of communities; types of buildings and construction methods.

d) Dress, customs, religion, and music.

e) Science, mathematics, and technology.

Individual responsibilities for these areas change with each unit. The group's resource persons provide learning resources, comment on their area of expertise at any session when needed, and prepare special seminars or learning aids if required. The

basic communication skills of Phase I are developed further through written, verbal, and audiovisual projects.

The group room, as much as possible, should take on the flavour of the era being studied: maps, drawings, posters, clippings should be displayed. Newsprint flip charts and chronological tables should be made.

Some groups have found it more profitable to ignore the books of readings and to study instead original complete works.

UNIT IC: TOTAL IMMERSION

Groups have successfully used a single country (notably China) for an in-depth study.

Topic boxes such as Utopia, The Thirties, and Rural Ontario provide excellent foci for group study.

UNIT 2: CANADA

This part of Phase II is designed to develop an appreciation of contemporary Canada and its heritage. In spite of (or because of) considerable previous exposure to Canadian history and geography, most students show little understanding of their own country. The approach is based on a study of Canadian literature. Literature brings together a wealth of areas, including history, sociology, psychology, philosophy, economics, geography. It provides an infinite number of possible spinoffs, and serves as a focal point for bringing many areas of study together.

Goals:

1. Gain a deeper understanding of Canada as a country, and Canadians as a people (of which you are one).

See how a literature and people are shaped by geographical, political, sociological, psychological, and historical situations.

2. Gain experience in using literature as a tool for exploring diverse areas, and explore the various possible approaches to the study of literature. Such approaches include stylistic, sociological, psychological, geographical, etc.
3. Develop skills in writing essays, doing presentations, and making tapes on literature. Perhaps some of the techniques and styles you experience could be applied in your own essays and presentations.

Resources and Activities:

1. Survival: Margaret Atwood's Survival is an exploration of Canadian literature as a reflection of the contemporary Canadian identity. Thus, it serves as an excellent guide and focal point to further readings and spinoffs.
2. Canadian Literature Box: contains a rich selection of Canadian fiction.
3. Canadian Poetry Box.
4. Films: the National Film Board office is a particularly rich resource.
5. Tapes.
6. A study of Canadian television, magazines, newspapers.
7. The writing of stories, poetry, essays, plays, the production of tapes and plays, and other creative activities as a way of exploring your relationship to Canada and its problems and situation.
8. Many spinoffs are possible, including the study of notable

Canadians: Davidson Black (discovered Pekin Man), Norman Bethune (an established Chinese legend), Marshal McLuhan (medium is the massage parlour), Banting and Best (caught with their pancreas down), Lester Pearson (a member of the Nobel-ity), Skookum Joe (who?), and many others.

UNIT 3: THE WORLD OF SCIENCE AND MATHEMATICS

The experiences of Unit 1B have traced the development of scientific thought. During this unit, the program aims to consolidate this information to provide an understanding of scientists and their world:

1. The scientific method, critical thinking, and problem solving.
2. An overview of human biology and ecology;
3. The basic concepts of mathematics.

Those students who will continue their scientific education beyond high school elect to study one or more science subjects in greater depth during Phase IV.

We have experimented with many approaches to science from didactic study related to a textbook to an unstructured experience in a biochemistry research lab. It seems wise to plan this unit to meet the specific needs and interests of each new group. For your guidance, a few of the programs used in the past are described here.

1. Total Immersion: Introduction to Science

Objectives:

- An introduction to the scientific method and the evolving view of the universe which it provides.

Methods:

- Film: Cosmic Zoom
- Tape/slide: a cosmic zoom using actual photographs.
- Lecture: a brief history of science.
- Reading: J. Bronowski: The Common Sense of Science followed by discussion.
- Examination of scientific literature: texts, monographs, journals.

2. Lives in Science Seminars

Objectives:

- To show how scientists work, how they depend on the work of others, and the impact which their work has on other scientists and the general public.

Methods:

- Seminars of varying format focussing on the lives of selected scientists, e.g., Aristotle, Galileo, Newton, Mendeleev, Darwin, Mendel, Einstein, Watson.
- Each seminar to show:
  a) the man's biography;
  b) his methods;
  c) the people who influenced his ideas;
  d) his main theories and/or results;
  e) his influence on other scientists and the public;
  f) how his work stands up today.
- Seminars to be based on:
  a) his own writings (including autobiographies);
  b) opinions of contemporaries;
  c) secondary sources.

3. Science Today

Objectives:

- To show the problems which concern contemporary scientists and how science evolves.

Methods:

- Each seminar to be based on a recent Scientific American article.
- Seminar will include:
  a) background necessary to understanding;
  b) main results presented in article;
  c) how these alter existing views.

4. Problem Solving in Science

We have a file of diabolical, ingenious, mind destroying problems designed for group problem-solving in the area of science.

5. Projects

We have resources in a number of areas of science with gadgets, aids, and labs suitable for group use, especially in astronomy, physical anthropology, earth science, biology, and ecology.

F. PHASE III: THE COMMUNITY

The purpose of Phase III is to provide an opportunity for you to become more familiar with the community in which you live and to further develop you skills as a self-directed learner.

A structure that has been found workable for previous groups involves a series of four categories of rotations in eight general areas of occupational endeavour:

1. Commerce and Finance: banking, real estate, insurance, stock market, small and large businesses, industry, advertising, etc.
2. Government Services: local government, school boards and schools, police and fire departments, utilities, judicial system, etc.
3. Industry and Technology: agriculture, factories, trade unions, electronics, transportation and communication methods, etc.
4. Body and Soul: health and social services, religions and recreational programs.

Students usually spend a working week at each placement, although time-structuring can vary depending on the nature of a particular setting and the individuals involved. After each pair of rotations, the group meets for a correlation period, generally a week in duration, for information-sharing, evaluation and planning.

Specific placements--both new ones and those used before--are determined by a combination of individual choice and group process. Initial contact is made by the tutor, and the student follows up with a phone call or appointment to discuss with his host his goals and the format of his visit.

This approach can accommodate a variety of learning objectives, yet it facilitates a healthy minimum of tutorial guidance. This phase has been modified significantly by every group that has attempted it. At least one group has found it valuable to supplement the regular Phase III program with a group-related project. The Family could be a useful theme to explore, perhaps after the last set of rotations has been completed.

Phase III differs significantly from other phases in that it

is time-limited. A student does not stay in it until he is ready to do Phase IV; he simply <u>does</u> Phase III in about twelve weeks. His role is also unique. No single approach would be suitable for all placements. At times he may have to conduct structured interviews; at others, he may find himself following people around, observing and asking questions when he gets a chance. Some placements offer a working situation. The best description of the student's role is that of an observer-participant--to observe as much as possible and to become as involved in the setting as time and opportunity permit.

EXAMPLES OF PHASE III ROTATIONS

Six hypothetical students are shown

Week	Topic	Clive	Mike	Bob	Dave	Walter	Steve
1	Commerce and Finance	Bank	Real Estate	Insurance	Stock Broker	Loan Company	Law Offices
2		Small Business	Customs Office	Credit Union	Super-Market Management	Industrial Management	Advertising Agency
3	Correlation Period						
4	Government	School Board	Mayor's Office	Welfare Department	Court	Principal's Office	Post Office
5	Services	Police Department	Fire Department	Town Planning	University	Public Utilities	Surveying
6	Correlation Period						
7	Industry and Technology	Small Farm	Dairy Industry	Small Factory	Steel Plant	Trade Union	Railway Station
8		TV Station	Telephone	Construction	Airport	Electronics	Service Station
9	Correlation Period						
10	Body and Soul	Social Agency	Public Health	A.R.F.	Hospital	Home for Aged	Training School
11		Attached to Clergyman of six different denominations					
12	Correlation Period						

GENERAL CONSIDERATIONS

Phase III may be the most exciting and rewarding part of your whole experience at Cool School; or it could be the most uncomfortable three months endured. Its potential to help you with your personal development is great, and it is unlikely that you will go through as many changes in as short a period of time at any other point in the program.

You'll find the workload heavier than previously and you'll have to find new and better ways of ordering priorities and organizing yourself. If you've learned to evaluate yourself honestly and to deal well with criticism, you shouldn't have much trouble adapting. If, on the other hand, you've offered yourself and the world around you a legacy of copouts for inadequate behaviour and have gotten away with it so far--Phase III will be your nemesis. So much for prophecy.

GOAL SETTING

Anywhere in the program, the ability to set realistic but challenging goals is important; in Phase III it is imperative. If your goals are minimal, the experience will reflect them; if they are beyond your abilities, you probably won't have time to go back and improve on them. Your contact with your tutor and group will be limited and failures may not be spotted until they have become disasters. A student setting out for a one week placement with an afternoon's worth of goals is almost certain to get what he deserves: a boring and unproductive week. Another, whose goals surpass the capabilities of one week in one setting, may miss the placement's most important offerings and have no means of recovering the loss.

Goals have to be flexible too. Placements seldom provide what you hope they will, and if anyone is going to adapt, it will almost certainly be you. If you can't perceive a need to revise your strategy early in the week, nobody else will. The result, at best, will be a lot of confusion on the part of both you and your host.

Group goals are an excellent idea and help to make correlation weeks more cohesive experiences. They can't however, be major priorities and it is generally understood that the chances of twelve placements having a great deal in common are pretty slim.

There are a number of general objectives that will help you to formulate more specific goals, and to which you will need to refer repeatedly:

1. To gain an understanding in some depth of the operation of an institution, e.g., a bank.

   What exactly happens in this setting? What is the process by which it happens? Some previous research may be required so that you can ask intelligent questions when you get there.

2. To gain theoretical knowledge of the subject related to that institution, e.g., finance.

   This is usually the area that lends itself best to thematic group exploration. It too may require a lot of reading and enquiry.

3. To examine the background, training, motivation, performance and personality of those people whose career lies within that institution.

   If your Phase III experience develops as it should, you get

better at this as you go along. It will certainly test both your interviewing skills and your ability to establish relationships rapidly, based on mutual trust. You may sometimes be unable to fulfill this goal, but you ought to know why and be willing to accept your share of the responsibility. People aren't generally uptight and uncommunicative unless someone or something makes them that way. Careful examination of yourself in relation to your ability to meet this goal could help you understand yourself better and your ability to relate to other people.

4. To gain insight into your role within that institution, the problems of relating to its personnel, and your changing attitudes within that particular setting.

The degree to which this goal is met will largely be determined by your willingness to be honest with yourself, to admit to your prejudices and misinformation. It's a real eye-opener to be forced into the realization that social problems are not as simple as you had always led yourself to believe.

TIME USE

There is no avoiding it--Phase III will make unprecedented demands on your time, but it'll be worth it. Consider: if you're really trying to make something of the experience you'll be spending up to eight or more hours at the placement every day, perhaps an hour on your log (including planning your strategy for the next day), maybe a couple of hours on related reading, essay writing, presentation organizing, etc. Before you know it, you'll find yourself devoting between fifty and eighty hours a week to your education. (Whoever would have

guessed?) Be prepared to sacrifice activities of dubious productivity and to encounter some frustration at the hectic pace you have set for yourself. You'll find it especially different when you've returned from a mind-blowing placement and you realize that you won't have time to communicate more than a fraction of what you have experienced to your colleagues. You may take some comfort in the fact that most of them are probably feeling the same way.

HOW TO KNOW WHEN YOU'RE READY

It's sometimes difficult to predict with any accuracy whether an individual will do well in Phase III. Experience, however, has taught us that it works best rather late in the program when academic and small group skills have been pretty effectively mastered.

You should have a consistent record of success in Phase II, at least in recent months. If you haven't yet learned to be responsible for and to yourself and your group, Phase III is not the place to learn it. The demands of this phase presuppose a really effective tutorial group, ideally entering from Phase II intact, but if necessary, formed at the outset of Phase III. Group-related, and individual problems must be solved quickly in an atmosphere of openness and confidence. A group that is structurally weak will almost certainly collapse in Phase III. There is no place in a Phase III group for a mascot!

Weaknesses you have hidden or may be unaware of will be uncovered within the first set of rotations. How you deal with them will determine whether you are, in fact, ready for Phase III.

You'll become painfully aware of those writing deficiencies you always meant to work on. You'll be expected to produce at least one insightful writing project on some aspect of each of your rotations, and be satisfied enough with its quality and accuracy to send a copy back to your hosts. Writing deadlines, like all Phase III commitments, have to be met. The general slackness or flexibility tolerated in earlier phases is unacceptable when dealing with people in the community.

By now you may be wondering if you will ever be ready for Phase III. But, if you have followed the program outline carefully and have paid attention to the development of effective learning skills in Phase II, you should be able to adapt to Phase III with minimal trauma.

G. PHASE IV

Having completed Phase III, you have reached the moment of decision. By now you will have at least general plans for your future. These should now be made more specific and if postsecondary education is the next step after Cool School, you will explore colleges and universities to find the course that will best meet your needs.

Now that you know where you are going, we must determine if your preparation is adequate. Phase IV students now restudy their file of weekly logs and assignments and produce "the document" which evaluates their learning experience and identifies any areas requiring further work.

Academic work in Phase IV is designed to meet your specific needs in preparation for the next stage of your education. The usual culmination of Phase IV is the production of a major term

paper in the area of your future study.

At the end of Phase IV, a "letter of equivalency" is produced supporting your application with a summary of your academic experience and honest evaluation of your strengths and weaknesses for the guidance of the selection committee.

In summary, Phase IV consists of:

1. Vocational planning and decision on future education.
2. Producing "the document" assessing your Cool School experience.
3. Any additional study to meet your specific needs.
4. Production of a term paper.
5. The "letter of equivalency."
6. Graduation from Cool School.

Appendix 2

STUDENTS' OPINIONS OF THE REGULAR HIGH SCHOOL

In an earlier report (Cool School: Publication No. 1), some of the dissatisfactions with high school as stated by students in the years 1963-66 were summerized. In February 1975, Cool School students were asked to write short articles outlining their criticisms. It is interesting that a decade later the themes are the same.

Some quotations are given here to sample the flavour of their comments:

SCHOOLS ARE TOO LARGE AND IMPERSONAL

"I found schools were prisons where I wasted precious energy and became very unhappy."

"The classroom situation was crowded and formal. Because of the overflowing numbers of students in each class, the teacher was forced to baby-sit the many unavoidable troublemakers, thus jeopardizing the class intellectual growth and stimulation."

"They herd us around like cattle."

"I found it difficult to get individual assistance when extra instructions were necessary. I found that most of the teachers would give out detentions rather than try to find out where the problem stems from or help their students. I think the number of people in each class hindered my ability to learn."

SCHOOLS EMPHASIZE ROTE LEARNING

"I was not satisfied with memorizing notes I had copied from the board. I wanted something more than a certificate to prove I was able to regurgitate meaningless information on to an exam paper."

"After the exam it didn't really matter if the student knew anything or not--the teacher's function was served. Each course had one textbook--a very basic one at that. "Learning" was simply the act of memorizing the view of this one textbook. There was no place for creativity or intellectual growth; there was no time for it either."

THE SCHOOL IS SEEN AS A DISCIPLINARY INSTITUTION

"... the stifling atmosphere of the schools. It reminded me of a prison with the system of rules, schedules, and detentions, etc."

"The respect that they (the teachers) expect of us is never returned, we are molded into one big mass of stereotypes."

"If we formed our own opinion and related it to them, many teachers were annoyed and angered for it was to them, questioning their own teaching and opinions."

MOST STUDENTS COMMENT ON THEIR FEELINGS OF BOREDOM AND A SENSE OF WASTING THEIR LIFE

"Day after day I was watching the best portion of my life pass me by without experiencing anything, without feeling that I have

accomplished something besides getting up in the morning for school.

"All subjects with the exception of English seemed very irrelevant to me. As a result I became a day dreamer."

SCHOOL IS SEEN AS A FORUM FOR COMPETITION AND "BEATING THE SYSTEM"

"I dislike competition in work, clothes, and activities. I dislike the great gossip circles."

"If I had successfully completed high school, I would probably not be prepared to function in freer learning situations like university. Maybe, however, I could have succeeded with all my skills in faking and covering techniques. High school offers an opportunity to develop them into a fine art."

MANY EXPRESS A SINISTER SENSE OF ALIENATION

"My association with teachers and students was very distant. I guess I matured too early in life, and therefore, I wasn't really on the same level with the students. The teachers recognized this and obviously didn't approve. My first year in regular high school may have been a failure, but I really went there determined to try. Try hard, you know? But, since I had no friends to speak of, this discouraged me, and created quite an emotional problem. All the other students looked as if they were having so much fun and actually enjoying school. This bothered me because, myself, I didn't like school that much, mainly because of my own personal hangups, and this made me miserable because I figured that I must be missing something out

of school, and I wanted to find out just what it was that I was missing."

"There is a complicated social stratification within the secondary school system. The highest strata are the proud possessors of the Jock syndrome. They love competition and are on a quest for the elusive 'school spirit'. The next layer are the Peacocks. These are the people whose wardrobes cost more than most Canadians earn annually. To them the school is a fashion show and social centre. At the next level are the Tech. boys. They smoke Export 'A' and drive souped-up cars with 'Chevy' written on the side. To them school is a place to work on their cars and compare notes with people of like mind. The next level contains the 'intellectuals'. These are the people who regard school as a place where, if they are lucky, they will learn something. They plug away desperately in the hope that someday it will all be worth it. Below these poor devils but a rung higher than the teachers are the janitors. They sweep the floors. Teachers start as idealistic humanitarians, but turn into cynical bureacratic administrative regurgitators of information who teach content that could be really exciting in a boring and didactic fashion."

"Within two years I was a disillusioned, perpetually stoned, depressed dropout, on the verge of suicide."

THE SAME STUDENTS DESCRIBE THE MAJOR FEATURES OF THE COOL SCHOOL PROGRAM

"I am responsible for my own education."

"I have learned more in the past two months than I did in my total high school career, and I will be more prepared for university than most high school graduates because the emphasis here is on research, essay work, and seminars."

"The idea of working in a small group under close contact with other group members and the tutor is an idea I prefer. I find that I get to know and understand these people better than they think I do. This helps me to work easier with people outside the school. I find that this close relationship helps me to live with myself and have a sense of usefulness to myself."

"I look forward to coming to Cool School each morning. I'm happy in a relaxed atmosphere where there aren't floods of people rushing in a long parade, after a bell rings in my ear."

"In regular high school I would be threatened with detentions, suspension, or a failure if I arrived late or failed to hand in an assignment. At Cool School there are no threats. I have no need to be frightened. Instead I feel guilty or disappointed in myself if my goals are not met."

"The tutors here are learning just as I am. Because of this they do not give the impression of being some sort of omnipotent God as do the regular teachers I have had. Each student is treated with individual concern. I'm not the only one who wants me to graduate."

"Each individual knows where he is not progressing, whereas in

straight school, progress is shown on report cards with numbers which have no value."

"A small group is also helpful in teaching one to listen and talk. You cannot sit back and not say a word for six months without someone noticing it. You learn to communicate."

"Cool School is a system structured to suit the needs of the individual rather than turning out statistics with diplomas."

"I feel the largest personal advantage has been the freedom to develop a time schedule best suited to my working (or nonworking) habits."

"One of the most impressive aspects is the size of the school. You don't feel like a drop in the ocean."

"We do not have huge procedures and methods for keeping six hundred students from smoking in class and flushing paper towels down the toilet."

"You must assume responsibility for yourself. That can be a difficult thing--if you are used to punitive measures and threats hanging over your head, to keep you in line."

"Cool School allows a person to work when he wants. This is good as some people work better at different hours. Cool School may have too much freedom for some people, but if given a chance to adjust to this system a person should gradually become more

responsible."

"Cool School presents an opportunity to either make it or break it. The onus is yours. I don't like this onus but it hopefully will compel me to get rid of procrastination habits."

"Instead of running away from things I don't know about, or can't do properly, I am now starting to face them."

"Here I have the chance to express my true feelings and opinions and know that they are worth something."

"Communication is worked on every day a group meets. Because of fewer people, one is given more chance to work on the expression of ideas. Understanding better how people's minds work is a result of fewer class members."

"Having freedom one learns responsibility."

COMMENTS

1. The criticism of high school given above is obviously drawn from a biased sample: those who did not make it in the system. However, the comments differ very little from those of students ten years before who were "making it."
2. The intemperate nature of many comments tempts one to dismiss them as factually untrue, e.g., they <u>didn't</u> "herd him around like cattle." Yet the school provided the setting in which he <u>felt</u> that he was being herded.
3. It would be comforting to think that a spectrum of new

exciting educational techniques had captured the minds of these new "turned on" Cool School students. However, exploration of the "Pollyanna" statements discloses that most are expressions of the simple need of a young person to be an individual, to be known, to be allowed to grow.

CASE STUDIES

It is not known how characteristic one sample is of the total number of high school dropouts. Presumably it is select since bright young people are over-represented. The following case examples represent some types of students that come to us:

a) The chronically truant fifteen-year-old with average or lower intelligence who is referred by an adjustment counsellor as an alternative to court action and training school. He sees Cool School as preferable to high school because he can do less work. He gives a minor commitment to the program until his sixteenth birthday and then quits.

b) The very bright and physically mature young person forced to function in a grade lower than his or her capabilities. Boredom leads to truancy and failure. These do very well in the Cool School program which provides the challenge that was lacking and allows the student to travel at a faster rate.

c) The bright young person, typically from a family disrupted by parental alcoholism, who has never fulfilled his academic potential because of home problems and the effect they have had on his personality. The small group experience at Cool School provides the setting both for therapy and education.

d) The psychiatric patient whose illness and medication

make it impossible to function in a more structured educational system. These have done well in the program as we are able to tolerate the temporary disruption they may cause and can provide an appropriate blend of individual and group work.

e) The teenager with an unrecognized learning disability who has been labelled as delinquent or considered to have low intelligence. These require considerable amounts of individual help both to overcome their disability and to change their own self-image.

f) The young person seriously involved in drug use. The Cool School experience is an alternative which must compete with the student's previous lifestyle.

LIST OF PLACEMENTS: PHASE III

Hamilton Philharmonic - Hamilton Place

Czeck String Quartette - McMaster Music Department

Knight II Coffee House

Lorne Betts, Music Critic, The Spectator

Westdale Art Gallery

Bay-King Motors

Book Mart

The Garden Kitchen, Toronto

A Different Drummer Books

Hamilton Market

McMaster University Bookstore

Russell T. Kelly Advertising

Smart Set Clothes

Greater Hamilton Shopping Centre

Becker's Variety Store

Centre for Culture and Technology, University of Toronto

CHAM Radio Station

CITY TV, Toronto

CHCH TV

McMaster Audiovisual Department

Cable 8 TV

IBM

The Ontario Educational Communications Authority (Channel 19 TV)

Dream Machine (Free School)

Faculty of Education, University of Toronto

Hamilton Multicultural Centre

Hillfield-Strathallan Colleges

Department of Biochemistry, McMaster University

Ontario Agricultural College, University of Guelph

Ontario College of Art

St. Charles Garnier Parochial School

Sir Wilfred Laurier, Grade 13 School

St. Thomas More Comprehensive School

C. K. MacGillivray Associates (Management Consultants)

National Trust

Traveller's Insurance

Unity Bank

Toronto Stock Exchange

Addiction Research Foundation

Chedoke Hospitals

Wentworth County Health Unit

Sexual Education Centre, McMaster University

United Steelworkers Centre

Coach House Press, Toronto

Hunter-Ross Publishing

Nickleson Tool and Die

Robertson-Irwin Limited

Sheridan Park, Mississauga

Royal Oak Dairy

Slater Steel

Theatre Aquarius

Canadian Pharmaceutical Journal

Student Employment Office

Court House

Hamilton and District Chamber of Commerce

Barton Street Jail

S.P.C.A.

Terryberry Library

Hamilton Mennonite Church

First United Church

Hare Krishna Temple, Toronto

St. Charles Garnier Church

Church of the Final Judgement, Toronto

Delta United Church

Adas Israel Synagogue

Department of Religion, McMaster University

Divinity School, McMaster University

Temple Ansha Shalom

Canadian National Institute for the Blind

Children's Aid Society

Jewish Community Centre

Macassa Lodge (Senior Citizens)

Catholic Social Services

INTRODUCTORY LETTER

COOL SCHOOL PROGRAM

Chedoke Hospitals,
P. O. Box 590,
Hamilton, Ontario.

To Our Community Hosts:

Cool School began early in 1971 as a pilot project, having an original aim of providing some young people who had dropped out of the regular high school system with an opportunity to resume their education in a less formal, but more engaging setting. For three years it was funded as a research project by the Ontario Ministry of Education and presently it is one of the programs administered by Chedoke Hospitals.

One of the program's most valuable learning experiences, Phase III, enables our students to set aside their academic pursuits temporarily in favour of learning directly from people employed in various areas of the community. Students are left largely on their own for a week or two at a time, and are expected to set their own learning goals and pursue them with minimal guidance from school staff. After two one-week placements, the group of community-phase students returns to the school for a week of evaluation and sharing their findings. Difficulties encountered in information-gathering and general methodology are discussed as well, and group objectives are established for the following placements.

As a Phase III host, you may be in a position to observe and interact with one of our students for a time as brief as an hour, or as long as a week. You may only be able to offer an interview, or you may be requested to facilitate and coordinate the student's examination of several departments within your organization. In any event, your impressions of the student and his response to you and your setting are an important means of interpreting the quality of his experience. The student will provide an evaluation form which he may either pick up, or ask you to mail after you have completed it.

We realize that especially in smaller businesses and organizations the addition of a student may tend to disrupt normally scheduled activities, and hope that the participant-observer role can serve to minimize this problem. Our students expect to get involved in actual working situations whenever possible in order to gain a more comprehensive picture of their placements. When a working situation is not feasible, you may have some alternative in mind, or prefer to recommend some material that the student could research for discussion with you and your staff. The student will probably contact you prior to his placement to negotiate the format of his program with you.

The cooperation of our community hosts with previous Phase III groups has contributed enormously to the success of the Cool School program.

Sincerely,

T. Ridley

Ted Ridley, Coordinator,
Cool School Program.

A COMMUNITY PRECEPTOR'S WRITTEN EVALUATION

COOL SCHOOL
Chedoke Hospitals,
P. O. Box 590,
Hamilton, Ontario.

Would you be kind enough to answer the following questions concerning the time the student from Cool School spent with you. Please remember that your constructive criticism will be very useful for the student's self-evaluation and the improvement of our program.

1. Of what benefit do you feel the week was to your student visitor?

   It provided an experience of a kind of corporate life which was entirely new to her, and gave her an understanding of the place and value of a typical church in an average community by "living" with one for a time. I feel she came to see us as real people--as a mixture--but as people who perceived and held to certain values which were significant in spite of the undoubtedly negative features of parts of our life and aims.

2. How well did the student adjust to the people and situations with which he/she was involved?

   Very well. Rebecca was able to find out what she wanted and to make friends at the same time. There has been nothing but

very positive feedback about her being with us. People were, I think, a little flattered that someone was interested in their opinions and in what they were doing, and they responded warmly. One group of younger women challenged some of her views (they took her seriously enough to do that) but the discussion was fruitful and of benefit to all concerned.

3. Evaluate the student's methods and attitude. Any suggestions?

Very careful interviewing. Perhaps a little too objective. Rebecca, I think benefitted most from those occasions when she was able to get excited about an idea or an endeavour. She seemed constrained to limit herself to such questions as would not involve her personally. I feel this to be a weakness in the method--not in her. Granted, one must be objective--and as an interviewer she was excellent--but she grew most when she was turned on by something.

4. With proper training could the student perform your kind of work? Any comments?

With proper training and conviction, why not?

5. Did you, your colleagues, or your employees derive any benefit from the student's visit?

Yes. It gave us a chance to see ourselves through the eyes of an outsider, and to discover that we had more of value

than we had been giving ourselves credit for. I personally feel better about my own role because of having to interpret it to Rebecca and finding positive responses to it from her. I was impressed also by the cordiality with which our people received her. All I had to say was "This is Rebecca. She's spending some time with us"--and the rest just followed.

6. How would you make a student visit a better learning experience?

Doubtless some improvements could be made. But there were advantages to picking an average week to visit--almost without announcement or preparation (certainly our people had no idea she was coming) and letting it work itself out naturally. This way nothing was laid on; she saw us warts and all.

7. Would you be willing to have another student visitor?

Yes.

8. Any further comments?

This is a great idea. We should be doing it with our own kids.

Date February 10, 1975

Name_____

Position Minister

Firm/Organization United Church

COOL SCHOOL

Chedoke Hospitals

Box 590, Hamilton

INTERVIEW EVALUATION

Student John.....

Date 19 Feb. 1975.....

Name .....

Position Ph.D. Candidate.....

Firm/Org. McMaster University, Metallurgy Dept.

This questionnaire is designed to help the student improve interviewing and other information-gathering skills. If the questions on this form do not provide adequate choices, please use the space provided on the back of the sheet to elaborate.

1. What did you understand to be the student's purpose in interviewing you?

___ to gain factual information about your organization.

_X_ to gain an understanding of your role within the organization.

___ to explore the best way of obtaining information about your organization.

___ to coordinate with you his/her activities while at your organization.

___ other: please specify.

2. Did you feel that the purpose of the interview was fulfilled?

Yes If not, was it because:

___ the student was not prepared.

___ you were not prepared.

___ there was not enough time.

___ the student did not conduct a good interview.

___ other: please specify.

3. What kind of interview did it become?

___ Factual _-_ providing the student with information was the major concern.

___ Opinionated ___ the student mainly learned about your personal views regarding your work.

___ A combination of the above.

4. Was the interview _X_ relaxed ___ awkward?

5. Did you feel that the student's visit was of any value to you?

Yes. One of his questions was very pertinent to my work and will be included in my thesis.

6. In what ways could the student improve his/her interview techniques?

By outlining his objectives and the type of information he seeks immediately upon the start of the interview.

7. Any additional comments.

He handled himself and the interview very well.

COOL SCHOOL

PHASE III WEEKLY LOG

(WEEK OUT)

Date..Feb..17-24,..1975..... Name.Martyn.....

Place.Garbage (Sanitation). Group.....

Theme.Industry.....

GOALS FOR THE WEEK	ACCOMPLISHMENTS
Garbage industry: interview Mr. ___ _____ spend 2 days with him. supervisor of disposal unit Mr. ___ _____ supervisor of collection (trucks). spend 1 day with him. different routes, activities of the disposal site. recycling, city and regional (relationship), union, personnel involvement, over-all clear picture of garbage industry in Hamilton.	Interviews were numerous. Formal and informal. Spent nearly the whole time with Mr. _____. Spent only 1 hour with Mr. _____. The different routes of the trucks for some reason would not be given out. I have a general knowledge of the recycling methods of operation. There is still much more to be learned in this area. I centred mainly on the maintenance, and specific qualities a disposal area must have before it can be used as a disposal area. Essay deals with disposal area. Presentation revolves around regional map.

essay:

presentation:

Additional learning resources utilized:

SOLID WASTES, American Pulverizer Co. (pamphlet)

REGULATION MADE UNDER THE WASTE MANAGEMENT ACT, General, August 1970 (Regulation 824)

In what ways were you challenged by the placement and how did you respond?

Breakdown of time use:	Interviews	Actual time on sites	Report
	3 hrs.	12 hrs.	8 hrs.

Logs	Presentation	Reading	Time spent in Office	Planning
4 1/2	1 1/2 hr.	2 hrs.	12 hrs.	2 hr.

Other/Writing (essay)

3 1/2 2 1/2

Evaluation of the placement: This is an excellent placement. It is an ideal placement for that matter. The men are tremendously concerned with what you are doing. They are friendly, and will assist in any way they can. There are many different angles the student can pursue. It is difficult to distinguish between the technical and the industrial. I realized after the second day that I was concerning myself mainly with the technical aspects without really knowing it. One could carry over for the 2 weeks if one wanted. Even then one would probably not record all the information he wanted to. It is very interesting and very educational.

Recommendations for optimum use of this placement: Start the placement in this way: Spend 1 or 2 days out in the field, then

then go back to the office and learn about the things you feel are important. Their industry is extensive therefore I feel it is best if one centres himself in one area and moves out from there. Otherwise he'll get bogged down in too many areas.

Contact Supervisor of Disposal, Regional Engineering Office.
Contact Director of Streets and Sanitation.

Both men are in offices on the third floor of the City Hall.
Be prepared for a busy week.

Tutor's comments:

It seems to have been a really good week for you, but it appears that you might have prepared yourself better by choosing an area to focus your activities on, rather than trying to absorb everything at once.

COOL SCHOOL

PHASE III DAILY LOG (SAMPLE)

Name ....Martyn.....
Group ....RED.....
Date ....Feb 20/75.....
Placement Garbage Industry
Theme ....Industry.....

PLANS FOR THE DAY
(names, appointments interviews, meetings, specific goals, themes, ideas to explore)

9:00 - Going to S.W.A.R.U. tomorrow morning, a monstrous incinerator that disposes material without polluting the air. Should be interesting. Going with Mr. _____.

The rest of the day should be devoted to completing short report on the office, its effectiveness and interviews with the men.

OUTCOME

Arrived at the office at 9:00 a.m. I was taken shortly after to the incinerator (SOLID WASTE REDUCTION UNIT). Mr. _____ and myself were taken around the plant and every part of the operation was explained in detail. It was interesting and educational.

We then drove over to the Saltfleet site. We rummaged through the garbage and viewed the technique used to compact it. Mr. _____ then returned to the office. I stopped off at my parents who live close by.
I returned to the office at 4:00 p.m., conducted an interview with one of the supervisors. I was fortunate enough to conduct an unexpected interview with the runner or page boy. He has been there longer than any of the men

- begin essay.

and was less afraid of speaking of the political angles. A friend of his came in from another office and we had a great discussion on political involvement at the regional office. They were pretty interested in Cool School also.

Outcome: Mr. _____ and myself had plans to go over the scanty records of the disposal areas. I wanted to record acreage, tonnage per week, and percentage of waste material (industrial or domestic). I hope to use this as part of the map that I am graphing for my presentation. Because I did not get it, it will cut in on the time spent tomorrow at the sight on Ottawa St. The two interviews today offered me a new perspective. I will have to revise or completely redo the interviews and impression report of yesterday.

SUMMARY AND COMMENTS:

It was a good day. If I had not spent the time at my parents, I would have accomplished more and left tomorrow free for the meeting with Mr. _____ and the time out at the site.

I discovered today from my trip out to the incinerator how really intriguing industry or more specifically machine

engineering and operating can be. My father is a machinist. Previous to my trip to the plant that never really impressed me, but now I am kind of proud of him. I asked many questions and would have asked a lot more if the guide and Mr. _____ would have stopped discussing matters far beyond my comprehension. I discovered also that the office I am in does not only maintain the disposal sites, but directs every area of engineering done within the city. I am trying to remain uninvolved in the city and regional separations. It all seems so complex. I could possibly devote my entire time to just the political facets.

SELF-EVALUATION:

Again I am pleased with extended efforts. I blew some time by going to my parents, but it just means being extra careful to organize time tomorrow. If necessary I will cut time spent on the site, but I do not want to do that.

COST/REWARD ANALYSIS: ONE GROUP'S ASSESSMENT

Sonia

Costs:

Less time with family and on feminist issues. Usually I am around the house and easily interrupted by anyone who wants to chat.

Less sleep--have taken off about 2 or 3 hours in staying up writing.

Time sewing on clothing so I can look half decent at my placements.

A lot of bussing, sitting in bus terminals and standing under bus signs wondering if the right bus will come buzzing by.

Not being part of any school community atmosphere.

Rewards:

Breaking the TV habit.

I know how to organize and make use of my time better than before.

A view of both sides of the fence--while not being immediately affected.

It makes me more aware of the circles people go in trying to get somewhere.

My skills in diplomacy, persuasiveness, and hustling have all developed along with understanding from the inside how various systems work (business and institutions).

A chance to explore the areas I am personally interested in, legitimately. The theatre is a good example.

I know the streets in Hamilton for much wider districts.

The proof that I can work a 60 hr. week.

John

Costs:

Great deal of time spent which sometimes interferes with outside commitments (e.g., work).

Observing and learning about situations where my aptitude level is low--not really a "cost" as such, but certainly a difficulty (e.g., electronics).

Rude awakening about some of my fields of interest (e.g., social work).

Becoming very tired.

Rewards:

Exposure to facilities, services, and situations that I otherwise could never have experienced (e.g., Bell Canada).

Met people with common interests and in some cases keep contact with these individuals (e.g., Pastor Smith).

Absorbing information about new situations that I had little or no dealings with and developing new interests (e.g., management).

Learning about group members through the type of things they look for at a placement (e.g., personal aspects, factual).

Discovering that I am not as negative to working in industrial situations as I anticipated.

Writing improvement via my logs.

Rebecca

Costs:

Literally it costs a lot of money--transportation and (for me) new clothing and shoes.

Free time--you get awfully tired and lose a lot of sleep getting

everything done.

Rescheduling your entire life (things like music lessons tend to be dropped).

The paperwork is unending.

A bad placement is depressing--there are few things less uplifting than spending a week with people who refuse to acknowledge your existence.

It is a lot of work but that can be enjoyable if the approach is one that you enjoy.

Rewards:

You learn how to dress and act so as to simulate a normal person, which is useful since the world is full of them.

You learn what sort of things are expected of you in the real world.

You learn a lot about why things in this society are the way they are.

You learn how to interpret vague information, improve upon an idea and change course rapidly--also how to phrase questions that will get you the information you need.

You learn how to hustle.

You learn how to organize your time to get everything done.

You learn how to translate concepts into coherent ideas and reports.

You have the opportunity to discover things with a group of people and to get the benefit of other learning experiences. This gives depth and variety to your experience.

Jon

Costs:

Loss of sleep due to amount of work involved.

Loss of social life and contacts, no time for friends or social activities.

Under personal strain to meet all commitments and objectives at a continually high level at times causing anxiety and emotional duress.

In short, total commitment to Phase III program with almost complete denial of other areas in life.

Rewards:

Having access to areas I would never have come in contact with.

Learn more about others and their personal motivations for getting into their chosen fields.

Learning to apply myself to working hard, coping with the pressures involved.

Organizing my schedule, using my time to its fullest potential.

Developing writing skills, being more analytical and comprehensive.

Developing inter-personal skills, learning how to deal with different people and situations.

Learning more about and gaining further understanding of my fellow group members.

Develop greater awareness of the many different facets and people a community has and their problems.

Gained insight into my feelings and goals, a greater awareness of what I want and what things are important to me.

A greater appreciation of the pleasures in life, if I can find time to partake in them (e.g., drinking, sleeping).

Martyn

Costs:

Time and lots of it!

Extra curricular activities, recreation, music, social "sleep."

Agony, pain, self-discipline, awareness of idiosyncracies.

Sometimes causes misunderstanding in relationships--too much time spent "on the books" than with particular party.

Rewards:

Awareness of weaknesses and strengths.

The achievement (though limited) of self-discipline.

General knowledge of community.

Insight into the "establishment."

Continuing development of skills, writing, organization, future goals.

Commitments/responsibility.

Adaptation to adverse or unfamiliar situations.

We are forced by the work required of us (e.g., presentations, essays) to think continually and creatively.

Paul

Costs:

Time--the amount of time necessary to complete the amount of work in the phase makes unprecendented demands in one's social life and in some cases even academic, i.e., reading time.

The workload itself is probably greater than has ever been experienced before and it is quite a struggle to get used to it.

The placements demand that you be aware of your own views and prejudices and some experiences can be eye-openers (sometimes not pleasant ones).

You also experience discouragement at a placement where no one seems to care about you or what you are doing and will not take time to talk to you.

Rewards:

The major reward for me is the discipline involved in time use and in turning out of all the paperwork involved. It provides a good basis for any "formal" educational work in the future.

The simple fact that you become aware that you don't know everything and that perhaps your attitudes towards certain things might be wrong is a good exercise for any future work where a personal decision is necessary.

Hustling skills involved--being able to clearly state what you want, and then to be able to conduct an interview in such a way that you will get it.

Awareness of your own inadequacies and how much was missed in the previous phases.

A TUTOR'S DIARY

Week 1

* Have group determine tentative order of rotations.
* Plan specific placements for first rotations and begin setting them up.
* Assign writing for initial assessment.
* Plan discussions and other group activities and observe dynamics carefully.

Week 2

* All of first set of placements should be confirmed by end of week.
* Review former groups' experiences, writings, preceptors' evaluations, etc. with the group.
* Go over log and evaluation forms with the group and revise if necessary to suit their needs.
* discuss interview techniques, conduct practice interviews and "press conferences."

Week 3

* Unless three weeks are being devoted to preparation, group members are at first placements.
* Cross your fingers.

Week 4

* Mon. or Tues. (probably evening) have a group session to determine how the first placement went and how the second one is shaping up.
* Also determine specific placements for rotation 2 and begin

setting them up.

Week 5 (First Correlation Week)

* Group evaluation of first pair of placements.
* Plan presentation times and writing deadlines.
* Meet with each member privately for evaluation and criticism of writing.
* Participate in members' presentations and assist in evaluation.
* In spare time confirm all of next set of placements.
* Group meeting at the end of week to evaluate the experiences of the week, to plan group goals for rotation 2 and to determine specific placements for rotation 3.

Week 6

* Begin contacting preceptors for rotation 3.
* Update card files.
* Mail essays and apologies to rotation 1 preceptors.

Week 7

* Evening "interim" session for same purpose as in Week 4 except that rotation 3 placements have already been established.
* Try to confirm the last of placements for rotation 3.

Week 8 (Second Correlation Week)

* As per Week 5, but increase all digits by one.

Week 9

* As per Week 6, but increase all digits by one.

Week 10

* Interim session may be held.
* Try to confirm placements for rotation 4.

Week 11 (Third Correlation Week)

* As per Week 5, but no new placements to be established.

Week 12

* Group is out on final pair of rotations.
* Update files and mail essays.

Week 13

* Look busy.

Week 14 (Final Correlation Week)

* As per Week 11.
* Group project to summarize the phase, explore a particular theme or develop some variation of the experience may be outlined and undertaken.

Week 15

* Avoid overindulgences of all sorts.

REVIEWING SIX DAYS AT ELMIRA

A week has past since I left the Mennonite community in Elmira: already it seems disconnected as the past. I now have different interpretations of my experiences there. I spent six days living with a Mennonite family. They were not part of the conservative Old Order Mennonites but members of the General Conference of Mennonites. My time was split between being with them at ~~their~~ farm and talking with r observing other community members. I used two methods in documenting that week; photography was one and writing the other. I would like to incorporate in this essay some new retrospective comments as well as the written ideas from that week's logs.

The day I arrived I was met by Morris _____, one of Elmira's pastors, in Kitchener. After a dinner with him and Phylis, his wife, he drove me to the home of the _____ who were my hosts. In the time we had to talk we discussed theology as well as plans for my stay. As he was suggesting the places I could see and people I could talk with I began to feel that any time with the _____ family would consist of short intervals between scheduled activities. As it turned out the touring did not dominate my time.

Morris took me on the first outing to an Old Order school. It was a simply made building. The external wooden planks were white washed and the windows were the only break in the lines of the building. In the ten minutes we were there I had some very definite impressions. Both women, the teachers, looked and were very reserved; they initiated no conversation. I could see in neither of them a look of inner peace. Had they had any I could not have seen it for the camouflage of their dutiful silence and politeness.

The school itself was immaculate. The floors were well waxed; the books were piled neatly inside the desks; the drapes were all uniformly pulled back. The place was heated by an oil furnace. The walls were covered with the best essays and tests as well as mottos for the students. One of these reminders was a list of good behaviour - I will be quiet; I will ask questions if I do not understand my work; I will not bother my neighbors; I will rejoice in a classmate's success, et cetra. These "commandments" were accompanied by explanations, all of which were saying in effect, "I am doing this because it is for my own good and because I am a good Christian". The other teacher-made things were charts graphing student successes - a star for perfect spelling, for being good in the playground, for doing all of one's homework. There were about eight in each classroom. It revolted me. I think there was psychological warfare going on in that classroom. Everyone has anger and violence and the Mennonites consciously attempt to suppress theirs.

The kids I saw were clean, well fed, rosy cheeked, meek yet not mild. I wonder if their world will remain as unchanged as it did for their parents.

There were things about the school that made it seem dated. For instance the desks and chairs were nailed to the floor; the women were in simple long dresses the colours of which were faded from wear; the swings in the playground were made from barn planks. The single copying machine at the back of one room looked a little out of place. We left the school after seeing the two classrooms.

antisocial, non-communicative souls. We answered by questions, though,,quite willingly. My preconception was altered even when a conversation was not started.

In the afternoon Norman and I continued our tour. We went to the farm of an Old Order Mennonite family. The people there were hospitable. To me the women were particularly so. One daughter, Lydia, gave us a tour of the house. The floors were bare and the rooms were cool. There was a mat being hooked in one room. The women were using strips of felt on a burlap feedbag to create it. The kitchen was huge. In it was a long table lined with benches that were fastened to the wall. There was an old wood stove, the top of which was clean and smooth. Clothing was hung to dry on/wood strips over top. The dishes that were out were old and well used. I saw nothing that was superfluous.

Lydia also took us out to the barn. The livestock were clean and well fed. As we toured the barn and tool shed, more and more things turned up as modern. The chickens, which were kept in one large pen with wooden nesting boxes, and the old hand-fashioned box used to boil slaughtered pigs were the most traditional implements. The cows were hooked up to a vacuum milking system which was run by a diesel engine. All the field equipment was tractor powered. An old wooden pitch-fork stood in the corner collecting dust. The barn itself had three levels, the third had an old obsolete pulley system still intact. It was originally meant to be run by a team of horses. When it is used now a tractor moves it. The farm was not a large one; it was mostly self supporting. Their equipment was not sophisticated. Yet, it

The second afternoon Norman, my host, took the time to show me the Kitchener stockyards. There are new ones just starting operation in Waterloo. However, we did not stop by them. I could have spent the entire afternoon in one inconspicuous corner shooting pictures. The place is Mennonite only in that most of the buyers and sellers are of that background. It was interesting to watch them. They were quiet and thorough in selecting purchases. During an auction their faces were immobile. When they spoke it was in quiet sober tones. I stood out as an observer and felt self-conscious in taking pictures. The Amish and Old Order Mennonites were careful to avoid me.

Cheri, also a _____, had taken the afternoon off school to come with Norman and me. We were friendly together although I was busy with the camera half of the time. I think I missed getting into the atmosphere of the place by doing that. Norman took me on a number of other tours the following day. Unfortunately we did not have as much time. We stopped for ten minutes at a harness shop. It was run by an Old Order Mennonite, which meant the shop had no electricity or hydro. His equipment was run manually. Kerosene lamps were used for lighting. The front of the store looked like any commercial harness shop, although it was crowded and the ceiling was low. We went into the work area; it was like being in a disorganized museum. All the equipment is run by peddles and cranks. The old iron machines looked as though they had been part of a long history. There were stitching machines, a blade for tapering leather, an oil bath for harnesses, and a stand for hand stitching jobs. I was surprised at how friendly the owner was because I was still of the impression that all Old Order Mennonites were stoic.

represents the power of progress and the adaptations that the traditional communities have had to make. Had the family been successful in their farming and expanded, the necessary changes to technology would consequently require a change of church membership. The conservative Mennonites repel change. It is something that conflicts with Western Society. As a result it is not uncommon for successful Mennonites to join a baptist church. During the entire tour I was impressed by Lydia's friendliness, as well as quietness. She was not a harsh person.

After leaving the farm we went to a blacksmith's shop. I was inept enough to take pictures - most of which, in the end, did not turn out. I ended up never exploring the shop. This was the limit of my touring except for a ride with Norman on his route through the surrounding area. Had I done much more it would have been frustrating because of my inability to move out of a tourist role and into an apprentice-like role. As it was I could partially see the lifestyle of the Old Order Mennonites even though I do not understand it.

I know Mennonite last names; I know that farms with metal windmills in place of hydro lines are either Old Order or Almish. I know that the people in dark clothing, the men wearing a certain kind of cap, the women in black shawls, the children with red cheeks and simple clothing, are traditional Mennonites. But I do not understand their stubborn will to live as their ancestors lived or their faith that they abide by so adamantly, because it has not ever been part of my life.

My original interest in Mennonite life came from a limited knowledge of the communal and self-supporting congregations.

The conservative Mennonites are closest to that lifestyle. A good modern Mennonite congregation maintains a community spirit yet the members are not as interdependent. I think what keeps the Old Order communities together is regiment and fear. There are many groups that have maintained for centuries a communal organization. The Mennonites have lost some interpersonal things along the way. Some are now trying to regain the "Anabaptist Vision". It is not an easy thing to do, as their ancestors were not theologians. They were the radicals of the Reformation and were persecuted for it. They were practitioners of faith, not writers. Consequently, there is little recorded of their beliefs. What are left now are the traditions and rituals and an aversion to change. Many people, not just the Mennonites, do not understand their own faith. However, the traditional Mennonite, who does not understand his or her faith is left with the skills to cope with a competitive, corrupt outside world.

The family I was living with, the _____, gave me a new perspective of faith. It was late in the week when I connected the mass of implications of being Christian to their lifestyle. One evening when Sue and I were talking in the kitchen the idea began to dawn on me, somewhat the way the messages of subliminal advertising do. The differences between Sue and me are mostly inward. I do not have the faith; I doubt the existence of the devil as well as that of God. She does not, she guides her life according to those beliefs and to the teachings of Christ. Part of each day I was with Sue. Sometimes I was helping her with dishes or meals and sometimes we were talking. On the whole we got along. However, she is a woman of traditional upbringing and our morals are quite different. She is a stern woman much

of the time. However, she tried hard to accept me without a skirt and without a religion. The last evening I had with her and Norman, we played a game of scrabble. I felt easy with them both.

Norman is quite different from Sue. I enjoyed his company and yet in rereading my logs I see a number of incidents when I was quite irked by his position of patriarch. He had the privilege of being unchecked in his attitudes and, in the end, his decisions. He is a person who wants to be included in conversations, activities, and decisions. His way of doing this frequently leaves him dominating the situation. Apart from this I appreciated his humour which he could use to get the better of me.

Cheri I found good company although we did not make a mutual connection until Sudnay. We spent the morning at church and in Sunday school. In the afternoon we were at a Bible quiz. The day convinced me that the young people are far from satisfied and even farther from doing something about it. In the evening she drove me in to my bus. By then I felt we had formed a friendship. I left Elmira feeling satisfied that I had learned what I set out to, and a little bit more.

THE DOCUMENT

The following are some ideas to consider as you set out to prepare the document summarizing your experience at Cool School. Most of them are of real importance to whoever has the job of writing your letter of recommendation to college or university, and the rest are to help evaluate the program and ensure its growth.

They should be useful:

1) Later, when you have finished Phase III and are about to start going through your logs and writing projects to assemble your document.
2) Now, so that you can make any necessary improvements in your logs. If your logs are inadequate, you will obviously be limited in the quality of document you can produce. The document, as you know, is the basis on which the letter of recommendation is written.

1. ORGANIZATION

The easiest and most useful approach is chronological, i.e., Phase I, Phase II, etc.--what you accomplished in each phase, how your skills developed, your rate of progress, your improving understanding and ability to evaluate. An alternative would be to isolate skill areas, for example, writing, and document your development in that particular skill through each phase before going on to another skill.

You may want to break the task down by preparing "mini-documents" at appropriate times in your career at Cool School. If, at the end of each phase you produced a written

summary and evaluation, you would have an excellent aid to self-evaluation at the time, and a portion of your document out of the way as well.

2. DETAIL

No one has ever complained of a document being too extensive. It should include plenty of orienting information such as dates. When did you begin and complete the unit or phase? Pertinent quotes from your logs or tutors' comments are useful to illustrate a point you are trying to make.

Give examples of outstanding achievements for the time you are discussing: "My (best) (worst) Phase I essay was on.... It was significant because ..."

Mention quantities whenever possible: "While in Phase I, I required about twelve hours to research a one-hour presentation. By the time I had given eight presentations, I was usually able to complete the necessary research and organization in five hours." "I read a total of forty-three works of literature and criticism in Phase I. At first it took me about two weeks to read a novel; by the end of the Phase I was averaging three books per week."

3. EVALUATION

Your logs are supposed to provide a good, on-going record of your growth as a student and as a person. They should be examined very carefully, not only for evaluative content, but also for the way evaluation has been recorded. If your early logs contain a lot of copout and scapegoat type judgements,

consider what those remarks indicate about the sort of person you were at that time. It would be useful to examine the process by which you eventually learned to be more honest and constructive. What were the strongest influences on your changing behaviour, and how did they work?

Your ability to understand and judge academic experiences is closely associated with the idea of personal evaluation. When did you learn to examine books on their own merits rather than on the basis of your personal interests and prejudices? What enabled you to begin to articulate critical ideas on writers' and other people's thoughts? Considered together, your logs and writing projects should provide an accurate reflection of your growth in this area.

Evaluation of tutors and other group members can offer a context in which to examine your own performance: When you were phoning in sick twice a week, how did your tutor respond? How could he have dealt with the situation better? How could you? As your motivation or interest grew what was happening to other people in your group?

Although such examinations and comparisons would be valuable to others as well, remember that your primary purpose in writing the document is to evaluate yourself.

By the time you are ready to start your document you are probably in an excellent position to judge the whole Cool School program. You should be careful not to look at it from the perspective of what you wish you had done back in Phase I or how different it would all be if you were starting over again.

Rather, give some thought to what might be added to the program that doesn't already exist or what components of the program we could do without.

As you approach the end of your document, a clear impression should emerge of the skills that remain to be developed for the particular program you want to join at your chosen college or university. Your tutor can, at this point, help you consolidate your plans and if necessary, point out skills you should be working on and content areas you ought to examine.

So, at the end, your document will consist of fairly specific goals that you intend to fulfil before leaving Cool School, and objectives for the future as detailed as you can make them, e.g., "To enter first year Social Sciences at McMaster University with the possibility of joining the School of Social Work in year two." Not merely "go to university." You may even want to discuss why you chose the particular program.

Although your letter of recommendation will be taken from what you write in your document, not all of the information will be used. The details and disasters of your past are of no interest or value to a university registrar. Some of them may be worth including in your document, however, just to help explain how much progress you have actually made. The document, will, of course, be treated with the same confidentiality as your logs.

4. SAMPLE OUTLINE

Introduction:

* General academic performance, attitude, behaviour, interests before coming to Cool School.
* How and why Cool School?

Phase I:

* Dates: start, finish.
* Early impressions, record of achievements, relative rate of progress--when did it change? How and why? Skills acquired and developed, group experience, time use.

Phase II:

* Dates:
* Why decision to start Phase II? Initial reaction.
* Approaches used--how did you adapt? Progress, time use.
* Group's development, how and why? Specific areas of study.
* Summary of your contributions--essays, presentations. Skill development.

Phase III:

* Dates:
* Summaries, placement experiences, and what learned from them.
* Insight and changing attitudes, time use, initiative.
* Writing progress and other communication skills, group's development and nature of group experiences compared to what it was in other phases.

Phase IV:

* Where are you going next? What will be required of you there? Your degree of preparation now--skill and content deficiencies and plans for dealing with them.

Conclusion:

* Evaluation of the program--recommendations.
* Any concluding remarks.

LIST OF TABLES

1. Entry Prior to or Post Formation of Adolescent Services - by Sex of Student. With Outcome Shown.
2. Age on Entrance (Last Birthday) - by Sex of Student. With Outcome Shown.
3. Last Grade Completed on Entrance to Cool School - by Sex of Student. With Outcome Shown.
4. Primary Problem on Entrance to Cool School - by Sex of Student. With Outcome Shown.
5. Family Status and Place of Residence on Entrance to Cool School. With Outcome Shown.
6. Source of Referral - by Sex of Student. With Outcome Shown.
7. Prior Legal Involvement on Entrance to Cool School - by Sex of Student. With Outcome Shown.
8. Outcome by Length of Time in Cool School Program - by Sex of Student.
9. Months out of Regular School System on Entrance to Cool School - by Sex of Student. With Outcome Shown.
10. Use of Drugs on Entrance to Cool School - by Sex of Student.
11. Outcome by Extent of Drug Use on Entrance versus on Leaving Cool School.

Note: With the exception of Table 11, all tables are shown to the nearest percentage. Bases are given in actual numbers in all tables with the exception of Table 10--here they are footnoted.

TABLE 1

OUTCOME BY ENTRY PRIOR TO OR POST ADOLESCENT SERVICES BY SEX OF STUDENT (PER CENT)*

	MALE			FEMALE			TOTAL
OUTCOME	Prior to	Post	Overall	Prior to	Post	Overall	Out-come
No Improvement..	16	47	22	38	50	43	29
Some Improvement	36	35	36	31	38	33	35
Good Outcome....	16	6	14	8	12	10	12
College or University.....	33	12	28	23	-	14	24
Total.....	101%	100%	100%	100%	100%	100%	100%
Base.....	(64)	(17)	(81)	(26)	(16)	(42)	(123)

ENTRY TO COOL SCHOOL PRIOR TO OR POST ADOLESCENT SERVICES BY SEX OF STUDENT (PER CENT)

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
ENTERED COOL SCHOOL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Prior to A. S.....	79	62	73	12	23	16
Post A. S.....	21	38	27	88	77	84
Total.....	100%	100%	100%	100%	100%	100%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

* In this and following tables, totals may add to 99% or 101%, not 100%, because of rounding of decimals.

TABLE 2

OUTCOME BY AGE ON ENTRANCE TO COOL SCHOOL

(LAST BIRTHDAY) (PER CENT)

OUTCOME	AGE					TOTAL
	14-15	16	17	18	19-21	Out-come
No Improvement...	48	25	14	30	30	29
Some Improvement.	28	42	29	52	26	35
Good Outcome.....	8	12	25	4	9	12
College or University.....	16	21	32	13	35	24
Total.....	100%	100%	100%	99%	100%	100%
Base.....	(25)	(24)	(28)	(23)	(23)	(123)

AGE ON ENTRANCE (LAST BIRTHDAY)

BY SEX OF STUDENT (PER CENT)

AGE	HAVE LEFT SCHOOL			NOW IN SCHOOL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
14-15.....	14	33	20	18	5	13
16.....	20	19	19	33	50	40
17.....	28	12	23	21	27	24
18.....	16	24	19	12	9	11
19-21.....	22	12	19	15	9	13
Total.....	100%	100%	100%	99%	100%	101%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 3

OUTCOME BY LAST GRADE COMPLETED

ON ENTRANCE TO COOL SCHOOL (PER CENT)

OUTCOME	LAST GRADE					TOTAL Out-come
	7 or 8	9	10	11	12	
No Improvement...	22	48	29	23	20	29
Some Improvement.	61	28	32	32	20	35
Good Outcome.....	9	8	13	18	13	12
College or University.....	9	16	26	27	47	24
Total.....	101%	100%	100%	100%	100%	100%
Base.....	(23)	(24)	(38)	(23)	(15)	(123)

LAST GRADE COMPLETED ON ENTRANCE TO COOL SCHOOL

BY SEX OF STUDENT (PER CENT)

LAST GRADE	HAVE LEFT SCHOOL			NOW IN SCHOOL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
7 or 8.....	16	24	19	18	18	18
9.....	18	21	19	30	5	20
10.....	36	21	31	27	55	38
11.....	15	26	19	15	13	15
12.....	15	7	12	9	9	9
Total.....	100%	99%	100%	99%	100%	100%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 4

OUTCOME BY PRIMARY PROBLEM

ON ENTRANCE TO COOL SCHOOL (PER CENT)

OUTCOME	Adolescent Adjustment	School Phobia/ Frustration	Other Psychiatric Disability	Drug Use	Learning Disability	Outcome
No Improvement.....	28	6	39	36	-	29
Some Improvement....	20	44	35	46	50	35
Good Outcome.....	13	12	13	9	25	12
College or University.....	39	38	13	9	25	24
Total.....	100%	100%	100%	100%	100%	100%
Base.....	(39)	(16)	(31)	(33)	(4)	(123)

PRIMARY PROBLEM ON ENTRANCE

TO COOL SCHOOL BY SEX OF STUDENT (PER CENT)

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
PRIMARY PROBLEM	Male	Female	Total	Male	Female	Total
Adolescent Adjustment Reaction.....	31	33	32	39	41	40
School Phobia/ Academic Frustration.	12	14	13	18	32	24
Other Psychiatric Disability.....	19	38	25	21	23	22
Drug Use.....	33	14	27	15	4	11
Learning Disability.	5	-	3	6	-	4
Total.....	100%	99%	100%	99%	100%	101%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 5

OUTCOME BY FAMILY STATUS AND PLACE OF RESIDENCE ON ENTRANCE TO COOL SCHOOL (PER CENT)

Outcome	LIVING AT HOME Total	Family Intact	One Parent	Step/ Adoptive	Group or Foster Home	Living Independently	TOTAL Outcome
No Improvement..	21	(20)	(24)	(20)	58	37	29
Some Improvement	38	(32)	(48)	(60)	16	42	35
Good Outcome....	13	(14)	(14)	(-)	16	5	12
College or University.....	28	(34)	(14)	(20)	10	16	24
Total.....	100%	100%	100%	100%	100%	100%	100%
Base.....	(85)	(59)	(21)	(5)	(19)	(19)	(123)

FAMILY STATUS AND PLACE OF RESIDENCE ON ENTRANCE TO COOL SCHOOL BY SEX OF STUDENT (PER CENT)

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Total at Home.....	73	62	69	82	68	77
(Family Intact).....	(57)	(31)	(48)	(66)	(41)	(56)
(One Parent).....	(12)	(26)	(17)	(13)	(18)	(16)
(Step/Adoptive).....	(4)	(5)	(4)	(3)	(9)	(5)
Group or Foster Home	14	19	15	6	14	9
Living Independently	14	19	15	12	18	15
Total.....	101%	100%	99%	100%	100%	101%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 6

OUTCOME BY SOURCE OF REFERRAL

(PER CENT)

OUTCOME	Self/ Peer	Med- ical	Agency	Family	Legal	TOTAL Out- come
No Improvement...	23	32	47	7	71	29
Some Improvement.	39	29	41	27	29	35
Good Outcome.....	7	18	12	27	-	12
College or University.....	30	21	-	40	-	24
Total.....	99%	100%	100%	101%	100%	100%
Base	(56)	(28)	(17)	(15)	(7)	(123)

SOURCE OF REFERRAL

BY SEX OF STUDENT (PER CENT)

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
SOURCE	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Self/Peer.....	48	41	46	30	50	38
Medical.....	23	21	23	30	9	22
Agency.....	10	21	14	18	32	24
Family.....	14	10	12	18	9	15
Legal.....	5	7	6	3	-	3
Total.....	100%	100%	101%	99%	100%	101%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 7

OUTCOME BY PRIOR LEGAL INVOLVEMENT

ON ENTRANCE TO COOL SCHOOL (PER CENT)

OUTCOME	CONVICTIONS*			CONSEQUENCES OF CONVICTIONS		
	None	One or More	Total	Institutionalized	Probation Only	Neither **
No Improvement.....	19	56	29	50	78	45
Some Improvement...	38	26	35	29	22	27
Good Outcome.....	16	3	12	-	-	9
College or University.....	27	15	24	21	-	18
Total.....	100%	100%	100%	100%	100%	99%
Base.....	(89)	(34)	(123)	(14)	(9)	(11)

PRIOR LEGAL INVOLVEMENT ON ENTRANCE

TO COOL SCHOOL BY SEX OF STUDENT (PER CENT)

CONVICTIONS	HAVE LEFT SCHOOL			NOW IN SCHOOL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
None.....	75	67	72	67	82	73
One or More.....	25	33	28	33	18	27
Total.....	100%	100%	100%	100%	100%	100%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

* Juveniles or Criminal Offences.

**Fines, Warnings, Released into Custody of Parents or Guardians.

CONSEQUENCES OF CONVICTIONS

BY SEX OF STUDENT

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
CONSEQUENCES	Male	Female	Total	Male	Female	Total
Institutionalized...	7	7	14	2	-	2
Probation Only.....	6	3	9	1	1	2
Neither.....	7	4	11	8	3	11
Total (Number).....	20	14	34	11	4	15

TABLE 8

OUTCOME BY LENGTH OF TIME IN COOL SCHOOL PROGRAM

				MEAN BY SEX	
Outcome	Mean	Median	Range	Males	Females
No Improvement.....	3.6 mos.	3 mos.	1- 9 mos.	3.3	4.0
Some Improvement.....	7.6 mos.	6 mos	2-27 mos.	6.9	9.2
Good Outcome...	12.1 mos.	13 mos.	3-20 mos.	12.4	11.5
College or University.....	15.3 mos.	15 mos.	3-29 mos.	14.8	17.3

TABLE 9

OUTCOME BY MONTHS OUT OF REGULAR SCHOOL SYSTEM ON ENTRANCE TO COOL SCHOOL (PER CENT)

OUTCOME	None	1-5	6-11	12-17	18-29	30+	Not Known	TOTAL Out-come
No Improvement...	25	32	57	20	40	9	25	29
Some Improvement.	33	27	29	50	30	55	50	35
Good Outcome.....	14	18	7	20	10	-	-	12
College or University.....	29	23	7	10	20	36	25	24
Total.....	101%	100%	100%	100%	100%	100%	100%	100%
Base.....	(52)	(22)	(14)	(10)	(10)	(11)	(4)	(123)

MONTHS OUT OF REGULAR SCHOOL SYSTEM ON ENTRANCE TO COOL SCHOOL BY SEX OF STUDENT (PER CENT)

	HAVE LEFT SCHOOL			NOW IN SCHOOL		
TIME OUT	Male	Female	Total	Male	Female	Total
None.....	44	40	43	61	40	53
1-5 mo.....	19	17	18	21	32	25
6-11 mo.....	11	12	11	6	-	4
12-17 mo.....	6	12	8	-	5	2
18-29 mo.....	5	14	8	3	18	9
30+ mo.....	11	5	9	9	5	7
Not Known.....	4	-	2	-	-	-
Total.....	100%	100%	99%	100%	100%	100%
Base.....	(81)	(42)	(123)	(33)	(22)	(55)

TABLE 10

USE OF DRUGS ON ENTRANCE TO COOL SCHOOL

BY SEX OF STUDENT (PER CENT)*

	PERCENTAGE OF NON-USERS			
	Have Left School		Now in School	
Drug	Male	Female	Male	Female
Solvents	77	71	63	91
Cannabis	7	12	24	9
Hallucinogens	18	26	58	36
Intravenous	61	64	91	82
Alcohol	11	19	18	9

	PERCENTAGE OF MILD OR OCCASIONAL USERS			
	Have Left School		Now in School	
Drug	Male	Female	Male	Female
Solvents	23	26	31	5
Cannabis	25	38	36	50
Hallucinogens	31	38	18	55
Intravenous	11	12	-	9
Alcohol	56	62	39	77

*Percentages are based only on cases where extent of use could be determined. For four students this was not possible (3 solvent users, 1 intravenous). Bases were in most instances 81 males, 41 females for those who had left school; 33 males, 22 females for those now in school.

	PERCENTAGE OF HEAVY OR HABIBTUAL USERS			
	Have Left School		Now in School	
Drug	Male	Female	Male	Female
Solvents.....	-	2	6	5
Cannabis.....	68	50	39	[illegible]
Hallucinogens.....	51	36	24	9
Intravenous.....	28	24	9	9
Alcohol.....	33	19	42	14

TABLE 11

OUTCOME BY EXTENT OF DRUG USE ON ENTRANCE VERSUS ON LEAVING COOL SCHOOL (CASES NOT PERCENTAGES)

	SOLVENTS					
	Non-Users		Mild/Occasional		Heavy/Habitual	
Outcome	Entry	Leaving	Entry	Leaving	Entry	Leaving
No Improvement..	21	21	12	12	1	1
Some Improvement	32	39	11	4	-	-
Good Outcome....	13	14	2	1	-	-
College or University.....	25	28	4	1	-	-
Total Cases.....	91	102	29	18	1	1

	CANNABIS					
	Non-Users		Mild/Occasional		Heavy/Habitual	
Outcome	Entry	Leaving	Entry	Leaving	Entry	Leaving
No Improvement..	3	3	9	9	24	24
Some Improvement	2	3	12	26	29	14
Good Outcome....	3	6	5	9	7	-
College or University.....	3	9	8	19	18	1
Total Cases.....	11	21	34	63	78	39

	HALLUCINOGENS					
	Non-Users		Mild/Occasional		Heavy/Habitual	
Outcome	Entry	Leaving	Entry	Leaving	Entry	Leaving
No Improvement.	7	7	13	13	16	16
Some Improvement	9	13	12	21	22	9
Good Outcome...	5	10	3	5	7	-
College or University.....	4	25	14	4	11	-
Total Cases....	25	55	42	43	56	25

	INTRAVENOUS DRUGS					
	Non-Users		Mild/Occasional		Heavy/Habitual	
utcome	Entry	Leaving	Entry	Leaving	Entry	Leaving
No Improvement..	21	21	2	2	12	12
Some Improvement	24	32	8	5	11	5
Good Outcome....	10	13	1	2	4	-
College or University.....	21	26	3	3	5	-
Total Cases.....	76	92	14	12	32	17

	ALCOHOL					
	Non-Users		Mild/Occasional		Heavy/Habitual	
Outcome	Entry	Leaving	Entry	Leaving	Entry	Leaving
No Improvement..	3	3	21	21	12	1?
Some Improvement	4	4	25	32	14	
Good Outcome....	5	5	8	10	2	-
College or University.....	5	3	16	26	8	-
Total Cases.....	17	15	70	89	36	19